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ABSTRACT

This document for participants comprises the agenda and abstracts of papers to be presented at the third national conference on the retention of black college students. The conference will offer 4 general sessions, 6 special sessions, 31 concurrent sessions, and several special activities. A total of 130 presenters will present abstracts of select papers. The following key topics will be explored in roundtables: (1) outreach/precollegiate programs; (2) public policy; (3) academic skills; (4) administrative support; (5) articulation/secondary-junior college; (6) instructional techniques; (7) counseling/academic advisement; (8) black students on white campuses; (9) tutorials/support systems; (10) coping mechanisms; (11) motivation/performance standards; (12) testing/assessment; (13) freshman year/orientation programs; (14) teacher effectiveness; (15) the black college experience; (16) reclaiming dropouts; (17) mentoring/role models; and (18) 13 college curriculum programs. Special sessions will include presentations of the Strategic Learning Systems Method and the Thirteen-College Curriculum Program, and two sessions featuring student speakers. Biographies of the main speakers, conference schedules, and brief abstracts of 130 papers are included. (FMW)

****
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3RD NATIONAL CONFERENCE

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"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

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Florida A. + M. University
Retention Conference Director
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UD 027 297

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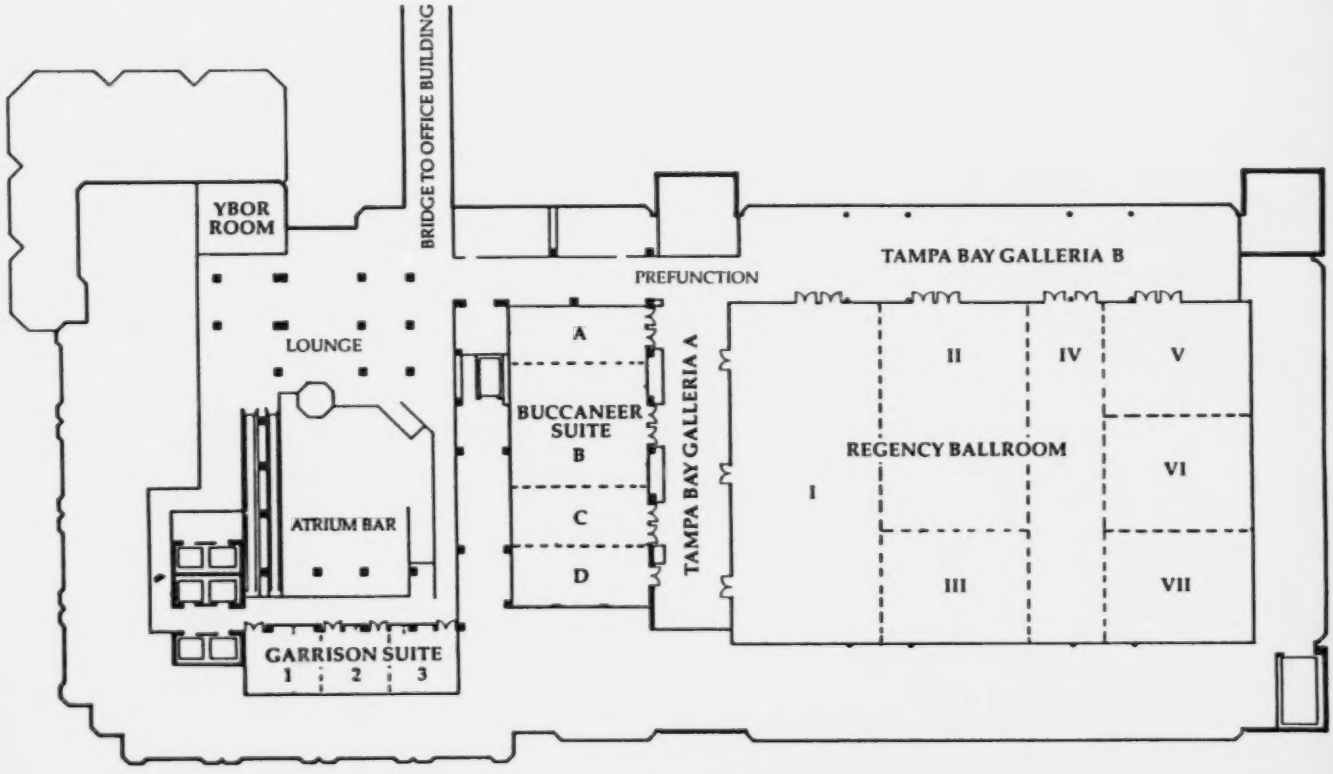
Hyatt Regency Tampa
Tampa City Center
November 1-4, 1987

Hosted By:
The Florida Agricultural and Mechanical University

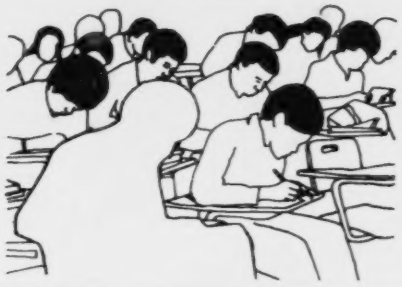
THIRD FLOOR/Hospitality Suites

SECOND FLOOR/Convention Facilities



WELCOME

3RD NATIONAL CONFERENCE



"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

Hyatt Regency Tampa
Tampa City Center
November 1-4, 1987
Hosted By:
The Florida Agricultural and Mechanical University

Dr. Frederick S. Humphries

President

Dr. Clinita A. Ford

Conference Coordinator

CITY OF TAMPA

SANDRA W. FREEDMAN
MAYOR

EXECUTIVE OFFICES

September 23, 1987

Greetings:

As Mayor of the City of Tampa, it gives me great pleasure to welcome the National Conference on Black Student Retention in Higher Education to our city.

Tampa is entering a new and exciting era as our city continues to prosper and grow. The vibrant commercial development in downtown and Westshore is balanced by the historical charm of Ybor City. Our waterfront offers entertainment and dining at Harbour Island, or boating and swimming; and within four years, a new Convention Center and International Cruise Terminal downtown as well.

Our city grows, but still remains a true southern town with its people ready to welcome visitors and share Tampa's treasures.

I welcome the National Conference on Black Student Retention in Higher Education to Tampa, and offer the complete cooperation of my office in making the 1988 meeting a success.

Sincerely,

Sandra W. Freedman

Sandra W. Freedman
Mayor
City of Tampa

SWF/lc

TAMPA
By the Bay

September 23, 1987

Dr. Clinita Ford
Florida A & M University
209 Jackson Davis Hall
Tallahassee, FL 32307

Dear Dr. Ford:

Welcome to Tampa By the Bay. We sincerely appreciate the National Conference on Black Student Retention in Higher Education selecting our community for your annual convention.

While you are in Tampa, we hope you will have time to enjoy our city which has been ranked among the top 10 all-around best vacation destinations in America by Rand McNally's Vacation Places Rated.

When it comes to dining and entertainment, Tampa is an especially gracious host. With our international heritage and cosmopolitan atmosphere, you can experience some of the finest cuisine and nightlife anywhere.

Again, thank you for choosing Tampa.

Sincerely,

Charles Cumpstone

Charles Cumpstone
President
Tampa/Hillsborough Convention & Visitors Assocation

CC/lc

Tampa/
Hillsborough
Convention
and Visitors
Association, Inc.

(813) 223-1111
Toll Free
1-800-826-8358
Telex
9102409750

100 S. Ashley Dr.
Suite 850
or P.O. Box 519
Tampa, FL 33601
U.S.A.

CONFERENCE STAFF

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Conference Coordinator

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Gerri Chambers

Jonathan Elimimian

Henry Ellison

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Eugene Herring

Rosalie Hill

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Gladys Johnson

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Adel Manatee

Cheryl Mobley

Freda Moghaddam

Gwendolyn King

Joe Roach

Shauna Smith

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GENERAL INFORMATION

Badges: Conference badges should be worn to all sessions. This certifies that you are a registered participant and permitted to attend the sessions.

Book Sales: Retention related books by black authors are on sale at conference discount prices. Purchase extra copies for your colleagues.

Cruise Tickets: Post Conference cruise tickets for Thursday, November 5 may be purchased at the registration table on space available basis.

Door Prizes: Door prizes will be awarded throughout the conference. You must be present to win and have your stub to claim your prize. The Superprize - A Free Roundtrip Flight Ticket, will be awarded at the closing session.

Evaluation: Conference evaluation forms will be mailed to you following the conference., Please return the forms immediately.

Guest Luncheon Tickets: Outstanding speakers are scheduled for the luncheon sessions. The tickets are included in the registration fee. Guests or anyone who is not registered can purchase tickets at the registration table for $25 each.

Messages: A message board will be located in the registration area. Please check periodically for your messages.

Smoking: Areas will be designated for smoking in general sessions and at the luncheons. We request **No Smoking** in the concurrent sessions.

Tapes: Cassette tapes of general and concurrent sessions will be on sale in Galleria B following each session.

CONFERENCE GOALS

"The National Conference on Black Student Retention in Higher Education" brings together administrators, faculty, students, researchers and others who have a common interest in the education of black college youth. Within this setting of collective attention, thought and expertise, the conference goals are to:

1. Provide a national forum for the exchange of ideas and information

2. Provide opportunities to explore issues that influence the retention of black students in higher education

3. Identify new initiatives and practices

4. Identify retention models which are adaptable to our respective institutions

5. Expand the body of knowledge on diverse aspects of black student retention

6. Gain new insights into educational perspectives which relate to the problem

7. Provide for the collection of student retention materials

8. Contribute to higher education literature

9. Provide for the presence of those who, by position and experience, can broaden our knowledge and increase our understanding of problems associated with black college youth remaining in school until graduation.

CONFERENCE OVERVIEW

The "Third National Conference on Black Student Retention in Higher Education" welcomes you to Tampa by the Bay. According to John Naisbitt, author of the best seller MEGATRENDS, "Tampa is one of the top ten cities of opportunity in the United States."

Retention is everybody's business! To attend to this business we have come to this conference from all corners of the United States. We have used the plane, automobile, bus and train to get here. We shall now submerge ourselves, for the next three days, into a retention tank of knowledge and expertise. We have brought our experiences to add to the flow of knowledge. Our specific interests are very diverse but our general interest is the same, increased retention of black students in the nation's colleges and universities. The conference activities are structured to address the diversity and the commonality.

The Retention TableTopics will be the initial gathering point for the conference participants. Eighteen tables will be available, each addressing a given perspective of retention. The topics will be explored as to their relationship and impact on black student retention.

Our highly respected principal speakers will address the full conference in general sessions. A panel of distinguished executives will share one of the general sessions to discuss retention related programs and efforts sponsored by their respective agencies. Time is provided for audience participation at this session.

The 31 concurrent sessions are developed from the responses to "Call for Papers". These sessions provide an opportunity for conference participants to share ideas on issues related to the conference theme, to share results of research, to describe model projects, to present analyses of critical problems and to provide information gathered from other scholarly endeavors. The 130 presentations are the "select abstracts" chosen from over 200 submissions.

Provisions for special interests include two sessions for students, two for Strategic Learning Systems with autograph sessions and one each for 1987 conference authors and the 13-College Curriculum Program. Other activities include book sales, exhibits with saleable items, information exchange and two luncheons. Both the 13-College Curriculum and the State University System EEO/Retention Coordinators Council are planning activities which are part

of the conference agenda. All general and concurrent sessions will be taped by Recorded Resources Corporation. The cassette tapes for each session will be on sale in Galleria B during the conference. The Longhorn Radio Network will tape conference highlights and interviews for nationwide broadcast on "In Black America".

The 1987 conference will run its course of three + days with four general sessions, six special sessions, 31 concurrent sessions and several special activities. A post-conference all-day cruise will give the special touch for an exciting way to complete our visit in Tampa.

TAMPA BY THE BAY

ENJOY IT!!!

PLAN NOW TO ATTEND!

4TH NATIONAL CONFERENCE

"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

Penta Hotel
New York, New York

November 15-18, 1988

"NATIONALLY RECOGNIZED SPEAKERS"

- ***RESEARCH PAPERS***
- ***PANELS***
- ***EXEMPLARY PROJECTS***
- ***MINI WORKSHOPS***
- ***INFORMATION EXCHANGE***

13

CALL FOR PAPERS

Fourth National Conference on Student Retention

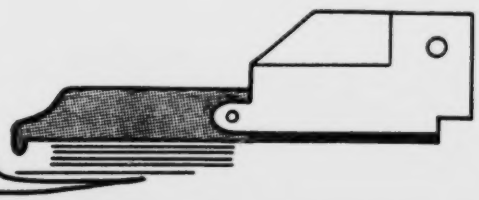
November 15-18, 1988 **New York Penta Hotel**

New York, New York

Proposals are requested for conference presentations related to the theme "Black Student Retention in Colleges and Universities". The presentation may be based on research, a model program, a project or innovative strategies. The proposal must be structured for a 15-20 minute presentation.

Send a three page (maximum) abstract, typed and double spaced by May 1, 1988. All presentors must be registered to participate in the conference. Send abstracts to:

Dr. Clinita A. Ford
Retention Conference Coordinator
209 Jackson Davis Hall
Florida A and M University
Tallahassee, Florida 32307
(904) 599-3527



CONFERENCE PROGRAM PARTICIPANTS

Participant/State	Day	Time	Location
Aaron, Melvin (CA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	12:45PM	Regency Ballroom
Alford, Bonnie (LA)	Monday	1:00PM	Regency V
Anderson, Alonzo (CA)	Monday	1:00PM	Garrison Suite
Anderson, Earl (OH)	Sunday	7:00PM	Regency Ballroom
	Tuesday	11:00AM	Buccaneer C-D
Anderson, James (PA)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Regency VII
	Wednesday	12:45PM	Regency Ballroom
Anderson, Joice (MO)	Tuesday	8:30AM	Regency VI
Anderson, William (MN)	Tuesday	8:30AM	Regency III
Armah, Kwahu (NJ)	Tuesday	11:00AM	Regency VI
Arnold, Alberta (NY)	Tuesday	3:00PM	Regency VI
Arrington, Don (IN)	Monday	1:00PM	Regency VI
Banks, James (WI)	Monday	1:00PM	Buccaneer C-D
Baxter, Bernice (NY)	Tuesday	3:00PM	Regency VI
Bellamy, Everett (DC)	Tuesday	8:30AM	Buccaneer C-D
Belle, Robert (FL)	Tuesday	8:30AM	Buccaneer B
Bennett, Rebecca (NY)	Tuesday	3:00PM	Buccaneer B
Benns, Ruth (MD)	Tuesday	11:00AM	Regency VI
Bradley, Rosa (NY)	Monday	1:00PM	Regency VI
Brantley, Helen (SC)	Sunday	7:00PM	Regency Room
	Tuesday	8:30AM	Regency Room V
Brittain, John (CT)	Tuesday	3:00PM	Regency VII
Brooks, Yolanda (OH)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Garrison Suite

Participant/State	Day	Time	Location
Brown, Lester (MI)	Tuesday	3:00PM	Buccaneer C-D
	Wednesday	11:00AM	Regency VI
Brown, Lisa (OH)	Monday	1:00PM	Regency III
Brown, Mary (MD)	Wednesday	11:00AM	Regency III
Brown, Shirley (MD)	Monday	1:00PM	Regency VI
Brown, Willie L. (CA)	Tuesday	12:45PM	Regency Ballroom
Bryson, Seymour (IL)	Tuesday	3:00PM	Regency V
Burroughs, Louise (PA)	Sunday	7:00PM	Regency Ballroom
	Wednesday	11:00AM	Regency III
Carter, Glenda (LA)	Wednesday	11:00AM	Regency V
Chambers, Mary (SC)	Sunday	7:00PM	Regency Room
	Tuesday	8:30AM	Regency V
Chrisman, Bruce (IL)	Tuesday	8:30AM	Buccaneer C-D
Christoffel, Pamela (NY)	Monday	1:00PM	Regency V
Clendenin, Dennard (CA)	Tuesday	8:30AM	Regency VII
Coatie, Robert (KY)	Monday	1:00PM	Regency VII
Conoly-Simmons, Joyce(NY)	Monday	1:00PM	Regency III
Cox, Gary (KY)	Tuesday	8:30AM	Regency VI
Credle, Joann (PA)	Monday	1:00PM	Garrison Suite
Crider, Tyrone (OH)	Monday	9:00AM	Regency Ballroom
	Tuesday	12:45PM	Regency Ballroom
	Wednesday	12:45PM	Regency Ballroom
Darity, Evangeline(MA)	Tuesday	11:00AM	Buccaneer B
		3:00PM	Regency VII
Davis, Mack III (FL)	Tuesday	3:00PM	Regency VII
Davis, Melvin (AL)	Wednesday	11:00AM	Regency III
Davis, Ron (NY)	Sunday	7:00PM	Regency Ballroom

Participant/State	Day	Time	Location
DeBoy, James (PA)	Tuesday	8:30AM	Regency VII
Dillard, Diane (OH)	Tuesday	8:30AM	Buccaneer B
Dobson, Frank (OH)	Monday	1:00PM	Garrison Suite
	Tuesday	3:00PM	Regency VI
Dowell, Elaine (MI)	Tuesday	3:00PM	Regency VII
Echols, Dorothy (NJ)	Sunday	7:00PM	Regency Ballroom
	Wednesday	11:00AM	Regency VI
Emerson, Barbara (NY)	Monday	1:00PM	Regency III
Fairbanks, Anthony (TX)	Wednesday	8:30AM	Regency Ballroom
Farris, Vera King (NJ)	Wednesday	12:45PM	Regency Ballroom
Fitts, Jean (NJ)	Monday	1:00PM	Regency VII
Follain-Grisell, Vera(DC)	Wednesday	11:00AM	Buccaneer C-D
Ford, Clinita A. (FL)	Wednesday	8:30AM	Regency Ballroom
		12:45PM	Regency Ballroom
	Monday	9:00AM	Regency Ballroom
		8:00PM	Regency VI
	Tuesday	12:45PM	Regency Ballroom
Foreman, Farrell (CA)	Monday	1:00PM	Garrison Suite
Freed, Ann (MD)	Monday	1:00PM	Regency V
Fryar, Imani (NY)	Sunday	7:00PM	Regency Ballroom
	Tuesday	3:00PM	Buccaneer B
Garcia, Milogras (NY)	Tuesday	3:00PM	Regency VI
Gayles, Anne (FL)	Sunday	7:00PM	Regency Ballroom
Girves, Jean (IL)	Monday	1:00PM	Garrison Suite
Giles-Gee, Helen (MD)	Wednesday	11:00AM	Buccaneer C-D
Goodman, Judith (MI)	Tuesday	11:00AM	Regency V
Gordon, Fannie (NJ)	Monday	1:00PM	Regency III
Graham, Robert (MI)	Tuesday	3:00PM	Buccaneer C-D

Participant/State	Day	Time	Location
Gray, Sharon (MA)	Tuesday	11:00AM	Regency V
Gray, Viola (IL)	Tuesday	11:00AM	Regency VII
Green, Bernard (GA)	Monday	1:00PM	Regency VI
Green, William (MN)	Tuesday	8:30AM	Garrison Suite
Hamlen, Bard (MA)	Tuesday	8:30AM	Garrison Suite
Hammond, Lynn (CA)	Tuesday	8:30AM	Regency V
Hammonds-Smith,M.Maxine(TX)	Tuesday	11:00AM	Garrison Suite
Hampton, Logan, Jr.(TX)	Tuesday	3:00PM	Regency VI
Hardy, Dorothy (MD)	Tuesday	11:00AM	Regency V
Haynes, Barbara (IL)	Sunday Monday	7:00PM 1:00PM	Regency Ballroom Buccaneer C-1
Hemmingway, Theodore(FL)	Tuesday	8:30AM	Regency VII
Hence, Arnold (NJ)	Sunday Monday	7:00PM 1:00PM	Regency Ballroom Regency III
Herring, Eugene (FL)	Monday	4:00PM 8:00PM	Regency V Regency V
Hogan, James Jr. (CT)	Tuesday	3:00PM	Regency VII
Hollander, T. Edward(NJ)	Monday	9:00AM	Regency Ballroom
Humphries, Frederick S.(FL)	Monday Tuesday Wednesday	9:00AM 12:45PM 12:45PM	Regency Ballroom Regency Ballroom Regency Ballroom
Hunter, Chrystal (CT)	Tuesday	3:00PM	Regency VI
Jack, Lenus Jr. (LA)	Sunday Tuesday	7:00PM 8:30PM	Regency Ballroom Garrison Suite
Jackson, Maurice J. (FL)	Monday	9:00AM	Regency Ballroom
Jeremiah, Milford (MD)	Tuesday	8:30AM	Regency V
Jimenez, Frank (CA)	Tuesday	11:00AM	Garrison Suite

Participant/State	Day	Time	Location
Johnson, A. Lee (NY)	Monday	4:00PM	Regency II
		8:00PM	Regency II
Johnson, Hymon (CA)	Tuesday	3:00PM	Regency V
Johnson, Joy (VA)	Tuesday	8:30AM	Regency III
Jones, Adelbert (FL)	Tuesday	3:00PM	Buccaneer B
Jones, John (MD)	Wednesday	11:00AM	Regency VII
Joslyn, Richard (PA)	Monday	1:00PM	Regency V
Kelly, Evelyn (SD)	Sunday	7:00PM	Regency Ballroom
	Tuesday	11:00AM	Regency VII
King, Gwendolyn (FL)	Sunday	7:00PM	Regency Ballroom
King, Warren (NY)	Monday	1:00PM	Regency V
Konecko, Cindy (PA)	Monday	1:00PM	Regency V
Kyser, Carol (AL)	Monday	1:00PM	Buccaneer C-D
Lang, Marvel (MI)	Monday	1:00PM	Regency V
		8:00PM	Regency VI
	Tuesday	3:00PM	Garrison Suite
Lattimore, Carolyn (NC)	Sunday	7:00PM	Regency Ballroom
Levi, Walter (MD)	Monday	1:00PM	Buccaneer C-D
Lewis, Jr., Alexander (SC)	Tuesday	8:30AM	Buccaneer C-D
Lundy, Harold (LA)	Tuesday	3:00PM	Buccaneer B
Lutkus, Anthony (NJ)	Monday	1:00PM	Regency III
	Tuesday	11:00AM	Regency VII
May, Ruth (CA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	8:30AM	Buccaneer B
MacFarlane, Ramon (DC)	Tuesday	8:30AM	Buccaneer C-D
Mackey, Paula (FL)	Wednesday	11:00AM	Regency V
Macklin, Faye (LA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	11:00AM	Regency VI

Participant/State	Day	Time	Location
Mazon, Larri (CT)	Tuesday	3:00PM	Regency VI
Miller, Flora (NY)	Tuesday	3:00PM	Regency VI
Miller, Howard (NY)	Monday	1:00PM	Buccaneer B
Millett, Barry (NJ)	Tuesday	11:00AM	Buccaneer C-D
Milton, Barbara (DC)	Tuesday	11:00AM	Buccaneer C-D
Mobley, Cheryl (FL)	Tuesday	8:30AM	Regency III
Moore, William (TX)	Sunday	7:00PM	Regency Ballroom
Morante, Edward (NJ)	Tuesday	8:30AM	Garrison Suite
Morgan, Frederick (FL)	Tuesday	3:00PM	Regency V
Nelson, Wanda (IL)	Wednesday	11:00AM	Regency VII
Noble, Rosie (CT)	Tuesday	3:00PM	Regency VII
Novels, Alphonse (PA)	Wednesday	11:00AM	Regency VI
Oliver, John (NY)	Wednesday	11:00AM	Regency VI
Parham, James (OH)	Sunday Monday	7:00PM 1:00PM	Regency Ballroom Regency VII
Perdue, Bobbie (NJ)	Tuesday	11:00AM	Regency VI
Perkins, Donnie (CT)	Monday	1:00PM	Regency VII
Peterson, Roy (KY)	Tuesday	8:30AM	Regency VI
Peachauer, Ronald (MN)	Wednesday	11:00AM	Regency V
Pickens, Ernest (FL)	Sunday Tuesday	7:00PM 3:00PM	Regency Ballroom Garrison Suite
Pinkston, Martha (FL)	Wednesday	11:00AM	Buccaneer C-D
Poats, Lillian (TX)	Tuesday	11:00AM	Garrison Suite
Pope, James (NY)	Sunday Tuesday	7:00PM 3:00PM	Regency Ballroom Garrison Suite
Quarry, Nesta (NY)	Tuesday	3:00PM	Regency V

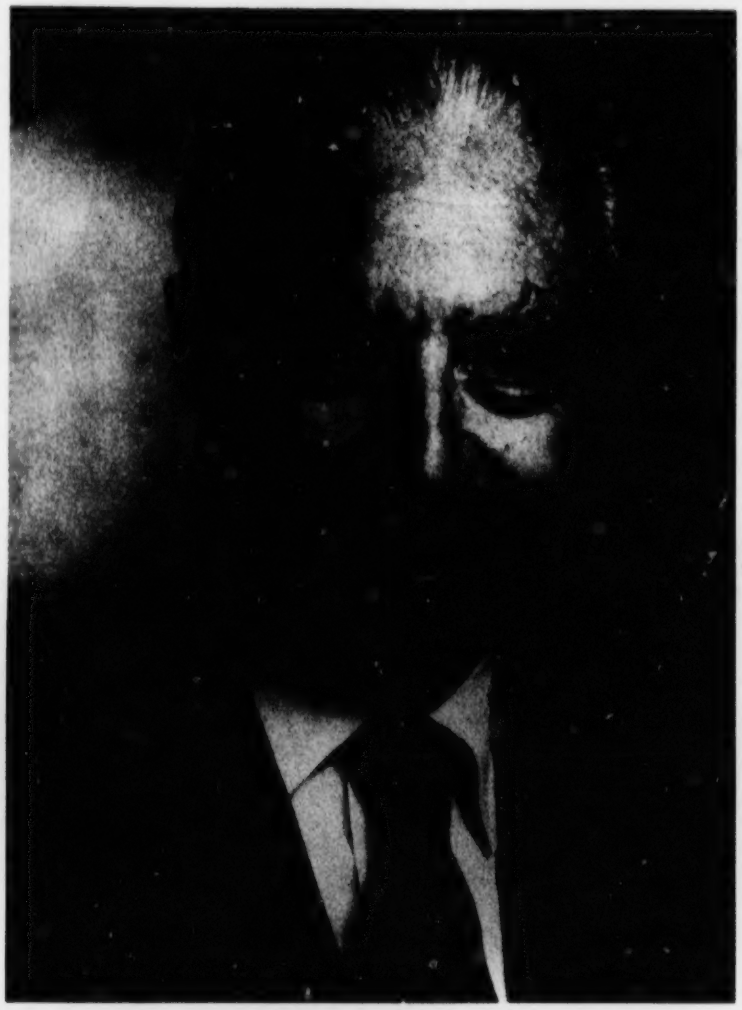
Participant/State	Day	Time	Location
Reed, Charlie (FL)	Monday	9:00AM	Regency Ballroom
Reed, Girtha (WA)	Tuesday	8:30AM	Regency VI
Rembert, Gloria (MA)	Tuesday	11:00AM	Regency V
Rice, Mitchell (LA)	Monday	1:00PM	Regency V
Rice, Muriel (TN)	Monday	1:00PM	Buccaneer C-D
Richards, Ina (NY)	Tuesday	3:00PM	Garrison Suite
Riggs, Cynthia (NJ)	Sunday	7:00PM	Regency Ballroom
Ritchey, Ozzie (FL)	Monday	1:00PM	Garrison Suite
Rivers, Christina (CA)	Wednesday	11:00AM	Regency V
Rodgers, Shielda (MD)	Tuesday	8:30AM	Buccaneer B
Sailes, Gary (DE)	Sunday Wednesday	7:00PM 11:00AM	Regency Ballroom Regency VII
Sanders, Isaac (NY)	Wednesday	8:30AM	Regency Ballroom
Santiago-Rivera, Azara (MI)	Tuesday	3:00PM	Buccaneer C-D
Scott, Marietta (CA)	Sunday Wednesday	7:00PM 11:00AM	Regency Ballroom Buccaneer C-D
Scott, Otis (CA)	Tuesday	8:30AM	Buccaneer C-D
Shannon, Vanessa (MA)	Sunday Tuesday	7:00PM 8:30AM	Regency Ballroom Regency III
Sheats, Joyce (GA)	Wednesday	11:00AM	Regency III
Shelton, Lillie (FL)	Wednesday	3:00PM	Regency V
Shepherd, Linda (AL)	Monday	1:00PM	Buccaneer C-D
Simba, Malik (PA)	Tuesday	11:00AM	Buccaneer B
Simmons, Julia (MI)	Tuesday	3:00PM	Buccaneer C-D
Simon, H. Fred (CT)	Tuesday	3:00PM	Regency VII

Participant/State	Day	Time	Location
Small, Donald (SC)	Sunday	7:00PM	Regency Ballroom
	Tuesday	8:30AM	Regency V
Smalls, Mary (SC)	Tuesday	8:30AM	Regency VII
Smith, Marva (LA)	Tuesday	8:30AM	Garrison Suite
Smith, Melvin (VA)	Sunday	7:00PM	Regency Ballroom
Smith, Shauna (FL)	Sunday	7:00PM	Regency Ballroom
Spangler, Lucinda (KY)	Tuesday	8:30AM	Regency VI
Stamps, Delores (MS)	Monday	1:00PM	Buccaneer B
	Tuesday	11:00AM	Regency VI
	Wednesday	12:45PM	Regency Ballroom
Stanley, Barbara (NY)	Tuesday	3:00PM	Regency VI
Stephens, Charles (OH)	Tuesday	3:00PM	Buccaneer C-D
Stephens, Hollie (NJ)	Wednesday	11:00AM	Regency VI
Stewart, Gregory (OH)	Tuesday	11:00AM	Garrison Suite
	Wednesday	11:00AM	Regency VII
Stokes, George (DC)	Tuesday	8:30AM	Buccaneer B
Sykes, Rosyln (IL)	Tuesday	3:00PM	Buccaneer B
Taylor, Ann (FL)	Monday	1:00PM	Buccaneer C-D
Taylor, Theodore (FL)	Tuesday	11:00AM	Buccaneer B
Tignor, Beatrice (MD)	Tuesday	8:30AM	Regency V
Thompson, William (DC)	Sunday	7:00PM	Regency Ballroom
	Wednesday	8:30AM	Regency Ballroom
Tomblin, Jimmy (IL)	Tuesday	3:00PM	Garrison Suite
Tomlinson, Louise (GA)	Sunday	7:00PM	Regency Ballroom
	Tuesday	11:00AM	Buccaneer C-D
Tribble, Israel (FL)	Wednesday	8:30AM	Regency Ballroom
Tubbs, LeVester (FL)	Wednesday	11:00AM	Regency VII
Voss, David (FL)	Sunday	7:00PM	Regency Ballroom

Participant/State	Day	Time	Location
Wachs, Peter (TN)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Buccaneer C-D
Wallace, James (NJ)	Monday	1:00PM	Buccaneer B
Wanton, Eva C. (FL)	Sunday	7:00PM	Regency Ballroom
	Wednesday	8:30AM	Regency Ballroom
Watson, Dennis (NY)	Monday	4:00PM	Regency V
		8:00PM	Regency V
Webb, Farrell (NY)	Monday	1:00PM	Buccanneer B
Weems, Sherryl (NY)	Tuesday	8:30AM	Regency III
Wilder, Sarah (OH)	Tuesday	11:00AM	Garrison Suite
Wilson, David (NJ)	Wednesday	8:30AM	Regency Ballroom
Wilson, Linda (KY)	Monday	1:00PM	Regency VII
Wilson, John (OH)	Tuesday	3:00PM	Garrison Suite
Williams, Donald Dr. (MI)	Tuesday	11:00AM	Buccaneer D
Williams, Lee (NY)	Tuesday	3:00PM	Buccaneer B
Williams, Willie (FL)	Sunday	7:00PM	Regency Ballroom
	Tuesday	3:00PM	Regency V
Wimberly, Willie (NY)	Tuesday	8:30AM	Regency VII
		3:00PM	Regency VI
Woods, Perla (UT)	Tuesday	8:30AM	Regency V
Wynn, Cordell (AL)	Monday	1:00PM	Regency VI
Yates, Rose (AL)	Sunday	7:00PM	Regency Ballroom
	Monday	1:00PM	Regency VI

Dr. T. Edward Hollander

Dr. T. Edward (Ted) Hollander is the Chancellor of Higher Education of the State of New Jersey. As Chancellor, he is a member of the Governor's cabinet and the executive head of a government department under the State Board of Higher Education. He is responsible for the coordination of the higher education system of the State, including planning, program approval, and general oversight of the colleges and universities. Further, he works with the Board of Higher Education to devise policies and programs aimed at improving the quality of higher education while extending the opportunities for that education to everyone.



Dr. T. Edward Hollander

Prior to coming to New Jersey, he was deputy Commissioner for Higher Education and Professional Education of the New York State Department of Education. Previously, City University of New York, and University Dean for Planning. He was also a professor of the Benard M. Baruch College of Business and Public Administration. Dr. Hollander holds a Ph.D. in Economics from the University of Pittsburgh and an MBA from New York University. In addition, he is a registered CPA in New York and Pennsylvania.

He is former president of the State Higher Education Executive Officers Association, and former chairman of the Board of Directors of the National Center for Higher Education Management Systems, and was a member of the Commission of Educational Credit of the American Council on Education. In New Jersey, he serves as a member of the State Board of Medical Examiners, and has served on several cabinet subcommittees. He is one of the seven commissioners representing New Jersey on the Education Commission of the States and served on its "Working Party" to define a program to strengthen undergraduate studies. That effort led to the report, "Transforming the State Role in Undergraduate Education", published in July 1986.

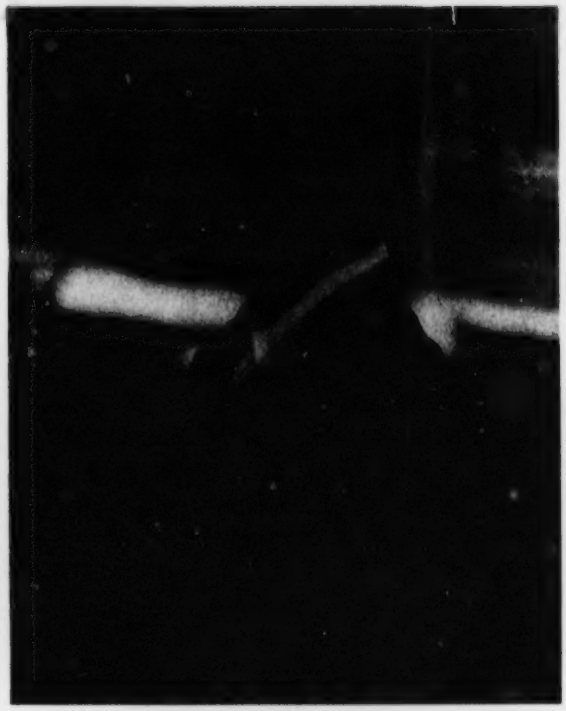
Ted is a member of the American Economic Association, American Academy of Political Science, American Society for Public Administration, American Management Association, and American Academy for the Advancement of Science.

Eugene K. Herring

Eugene K. Herring, a Delray Beach, Florida native, is president of the Florida Agricultural and Mechanical University Student Government Association. He is pursuing a dual degree in Business Administration and Business Economics and is the former president of both the FAMU Peer Counselors Association and Student Cluster Alliance.

Eugene has been successful at balancing extracurricular activities with academics. He has interned as a manager-trainee at Xerox Corporation, El Segundo, California and also a Champion International, Minneapolis, Minnesota. He was named manager of the year 1984-85 in FAMU's School of Business and Industry.

As a student leader, Mr. Herring has served as an inspiration and role model for others. His love for FAMU goes unrivaled. As president of SGA, Mr. Herring has emphasized and encouraged others to adopt his theme, "The Era of a New Beginning". He has already begun implementing this theme with the inception of Operation Pride, a series of programs which include the establishment of an escort service along with a host and hostess bureau.



Eugene K. Herring

Dennis Rahiim Watson

Mr. Dennis Rahiim Watson will lead a workshop on "Leadership Success and Survival in the 1990's," during the first scheduled student session. An outstanding educator, lecturer, entertainer and author, Mr. Watson is sometimes described as a cross between Jesse Jackson and Bill Cosby.

Mr. Watson is the Executive Director of the National Black Youth Leadership Council. He is the recipient of more than fifty leadership and community service awards, including two Presidential Citations.

Mr. Watson has lectured at over 200 colleges and universities and has conducted over 2,000 workshops for civic, political, religious and community groups. He was selected by Dollars & Sense magazine as one of America's best and brightest young business and professional men.

Dennis Rahiim Watson

Honorable Willie L. Brown, Jr.

Honorable Willie L. Brown, Jr.

A renowned leader and astute politician, speaker Willie L. Brown, Jr. is a powerful force in the California Assembly. He has been an Assemblyman for twenty-one years and Speaker since 1980. He is the first Black person ever to hold the position of Speaker.

During his tenure as Assemblyman, Speaker Brown has served as Majority Floor Leader, Chair of the Legislative Black Caucus and Chair of the powerful Ways and Means Committee. He has also been Chair of the influential Revenue and Taxation Committee, Democratic Whip, and Chair of the Governmental Efficiency and Economy Committee.

He currently serves as a member of the Board of Regents of the University of California State Colleges. He is cofounder and former Chair of the Black American Political Association of California.

Under his Speakership, California has enacted the most comprehensive educational reform and financing bill of the past twenty years. The health care cost containment and Medi-Cal system reform package serves as a national model. The Crime Restitution Program, toxic contamination and hazardous waste cleanup bills were also passed under his speakership and the Claifornia State World Trade Commission was established in an effort to increase Calfornia's visibility on the international marketplace. In addition, numerous bills have been passed to provide affordable housing for California's citizens and job training programs for the unemployed were created. Further, he is author of several landmark bills including legislation prohibiting discrimination in government programs, legislation establishing the Child Health Disabilities Program, the first state-funded urban park, legislation prohibiting penalties for sexual acts between consenting adults and legislation mandating the use of seat belts in automobiles. In conjunction with the Governor, the Legislature was able to solve the state's deficit problems during a national recession in a manner that prevented increasing taxes.

Speaker Willie Brown was born March 20, 1934 in Mineola, Texas to Willie L. and Minnie Brown. He received his B.A. degree in 1955 from San Francisco State College and is a member of the school's Alumni Association Executive Committee. Brown was awarded his law degree in 1958 from Hastings College of Law and is the permanent president of the class of 1958. He was admitted to the State Bar in 1959.

Speaker Brown has two daughters, Susan and Robin, and a son, Michael.

Dr. Vera King Farris

As a gifted administrator serving at the highest level of leadership in one of the nation's educational institutions, Dr. Vera King Farris has earned a national reputation for her skills and abilities. Dr. Farris earned her B.A. from Tuskegee Institute and both M.S. and Ph.D. degrees from the University of Massachusetts. Prior to assuming the Presidency of Stockton State, Dr. Farris held numerous administrative positions. She was Vice President for Academic Affairs at Kean College of New Jersey. In addition, she held the following administrative positions in Academic Affairs at the State University of New York (SUNY), Brockport: Vice Provost, Acting Vice President, Associate Vice President, and Assistant Vice President.

Dr. Vera King Farris

Dr. Farris has published numerous articles that have dealt with pathological and biological science, her academic area of expertise. A renown educator, her publications have also focused on broad based educational concerns.

Community involvement has been important to Dr. Farris. She is a member of several impressive Boards and Commissions. The following list includes some of her affiliations: American Council on Education's Commission on Minorities in Higher Education; Woodson Foundation, Advisory Board; Board of Overseers of Regents College Degrees and Examinations, University of New York; New Jersey Department of Education, Code Review Committee; New Jersey Public Broadcasting Authority, Second Vice President, American Association of State Colleges and Universities, Committee on Undergraduate Education; Governor-Appointed, Martin Luther King, Jr. Commemorative Commission of New Jersey; Elizabethtown Gas Corporation, Board of Directors; United Way, Board of Trustees; Children's Television Workshop, Contact 3-2-1, Advisory Board, New York City, NY.

Dr. Farris has been recognized for her steadfast commitment to education. Among her many honors and awards are: Honorary Doctor of Laws, Marymouth College; University of Massachusetts, CHANCELLOR'S MEDAL for Exemplary and Extraordinary Service; National Black Women's Association Award for Outstanding Achievement in Higher Education; Presidential Citation for Exemplary Experience; Who's Who in America; and First Woman College President of New Jersey by New Jersey College and University Coalition on Woman's Education.

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"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

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New York, New York

November 15-18, 1988

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- ***RESEARCH PAPERS***
- ***PANELS***
- ***EXEMPLARY PROJECTS***
- ***MINI WORKSHOPS***
- ***INFORMATION EXCHANGE***

28

RETENTION TABLETOPICS
Sunday, November 1, 1987
7:00PM - 9:00PM
Regency Ballroom

TABLE	
1	OUTREACH/PRECOLLEGIATE PROGRAMS LEADER: Helen Brantley CO-LEADER: Louise Tomlinson
2	PUBLIC POLICY LEADER: Mary Chambers CO-LEADER: Earl Anderson
3	ACADEMIC SKILLS LEADER: Dorothy Echols CO-LEADER: Gwendolyn King
4	ADMINISTRATIVE SUPPORT LEADER: Lenus Jack, Jr. CO-LEADER: Yolanda Brooks
5	ARTICULATION/SECONDARY-JUNIOR COLLEGE LEADER: Ernest Pickens CO-LEADER: Arnold Hence
6	INSTRUCTIONAL TECHNIQUES LEADER: Gary Sailes CO-LEADER: Louise Burroughs
7	COUNSELING/ACADEMIC ADVISEMENT LEADER: Eva Wanton CO-LEADER: Barbara Haynes
8	BLACK STUDENTS ON WHITE CAMPUSES LEADER: Carolyn Lattimore CO-LEADER: Evelyn Kelly
9	TUTORIALS/SUPPORT SYSTEMS LEADER: Melvin Aaron CO-LEADER: Willie T. Williams
10	COPING MECHANISMS LEADER: James Anderson CO-LEADER: Imani Fryar
11	MOTIVATION/PERFORMANCE STANDARDS LEADER: Shauna Smith CO-LEADER: Ron Davis
12	TESTING/ASSESSMENT LEADER: Rose Yates CO-LEADER: Faye Macklin

TABLES CONT'D

13 FRESHMAN YEAR/ORIENTATION PROGRAMS
LEADER: David Voss
CO-LEADER: Ruth May

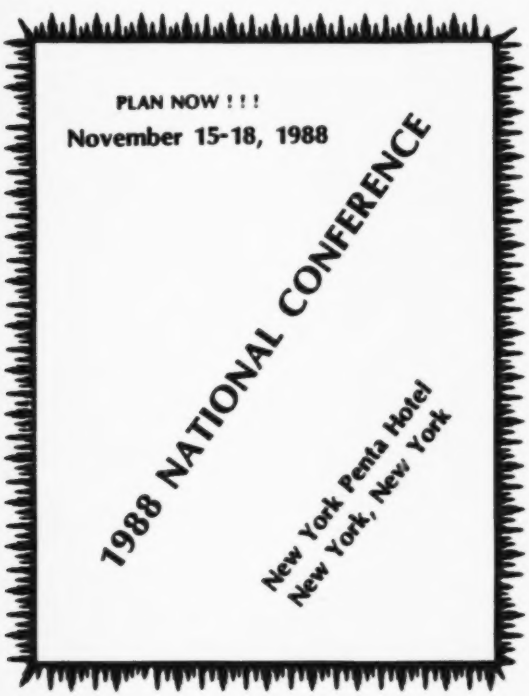
14 TEACHER EFFECTIVENESS
LEADER: Cynthia Riggs
CO-LEADER: James Pope

15 BLACK COLLEGE EXPERIENCE
LEADER: Lt. Col James Parham
CO-LEADER: Vanessa Shannon

16 RECLAIMING DROPOUTS
LEADER: William Thompson
CO-LEADER: Donald Small

17 MENTORING/ROLE MODELS
LEADER: Marietta Scott
CO-LEADER: Peter Wachs

18 13 COLLEGE CURRICULUM PROGRAMS
LEADER: Melvin Smith
CO-LEADER: William Moore



CONCURRENT SESSIONS FACILITATORS

CONCURRENT SESSION I
Monday 1:00-3:30PM

Ozzie Ritchey
William Anderson
Ann Taylor
Joyce Conoly-Simmons
Warren King
Rosa Bradley
James Anderson

CONCURRENT SESSION II
Tuesday 8:30-10:30AM

William Green
Robert Belle
Alexander Lewis, Jr.
Cheryl Mobley
Beatrice Tignor
Girtha Reed
Dennard Clendenin

CONCURRENT SESSION III
Tuesday 11:00-12:30PM

Sarah Wilder
Theodore Taylor
Barry Millett
Judith Goodman
Delores Stamp
Viola Gray

CONCURRENT SESSION IV
Tuesday 3:00-5:00PM

Marvel Lang
Roslyn Sykes
Charles Stephens
Frederick Morgan
Frank Dobson
Elaine Dowell

CONCURRENT SESSION V
Wednesday 11:00-12:30PM

Martha Pinkston
Joyce Sheats
Ronald Peuchauer
Alphonse Novels
Wanda Nelson

***Coordinating Facilitator**
Anne Gayles

GENERAL SESSION I

Monday-November 2, 1987 **9:00AM-11:30AM**
Regency Ballroom

Presiding - Dr. Clinita A. Ford
Conference Coordinator

Music

Call to Order

Invocation ..... Rev. Tyrone Crider
Director of Admissions
Central State University

Music ..... Mr. Maurice J. Jackson

Conference Overview ..... Dr. Clinita A. Ford

Music ..... Mr. Maurice J. Jackson

Welcome ..... Dr. Frederick S. Humphries
President
The Florida A&M University

Introduction of Speaker ..... Chancellor Charlie Reed
State University System
Florida Board of Regents

Speaker ..... Chancellor T. Edward Hollander
State of New Jersey
Department of Higher Education

TOPIC: "Implementing a State's Commitment to Black Student Retention"

Music ..... Mr. Maurice J. Jackson

Remarks ..... Dr. Frederick S. Humphries

Announcements ..... Dr. Clinita A. Ford

LUNCH
11:30AM - 1:00PM

CONCURRENT SESSIONS I
Monday, November 2, 1987
1:00PM - 3:30PM

GARRISON SUITE

142 Office of Academic Support and Instructional Services (OASIS)

071 Summer Research Opportunities Program for Minority Students

117 Addressing Black Student Retention: Mentors Offering Direction, Encouragement, and Leadership Strategies Toward Success

103 Recruitment and Retaining the Black Student: Do We Meet Their Needs and Can We Handle the Diversity ?

BUCCANEER B

098 A Descriptive Analysis of the Structural Components of Summer Programs for Improving Minority Freshmen Student Retention at Predominantly White Universities

140 Can the University's Attention Increase Retention: Acknowledging the Hidden Agenda

145 A Blue Print for Action: Improving Student Retention Through Institutional Commitment

175 The Budget as an Instrument of Public Policy: New Jersey's Statewide Enrollment Initiative: A Case Study

BUCCANEER C - D

150 Developing a Community College Transfer Program for Allied Health Careers

099 Minority Student Retention in a College of Nursing

100 REAP: A Retention Program For Non-Traditional Students in a Predominantly White College of Nursing

135 Career Motivation and Life long Learning Skills: Keys To Retention in Junior College Careers Programs

BUCCANEER C - D

164 Project H.O.P.E. - A Model for Student Success

REGENCY III

174 Basic Skills and Assessment

136 Peer Counseling vs Peer Tutoring

119 Social Welfare Needs of Black Students as Factors in Retention

131 Mentoring and Kinship Theory - A Winning Combination for Black Students on Predominantly White Campuses

REGENCY V

165 Minority Student Access and Retention: A Review

184 Maryland Cooperative Study/Work Program

084 Understanding Black Undergraduate Student Retention at Temple University

169 Recent Trends in Black Student Retention In Higher Education: A Statistical Synthesis

085 A Survey of Black Undergraduate Students' Perceptions of Retention/Attrition Factors at Louisiana State University: Some Preliminary Findings and Suggested Strategies

REGENCY VI

066 Increasing Black Faculty: A Link to Black Student Retention

092 Excellence in Education: Are Minorities Included

109 Developing a Model for Black Student Retention: A Challenge for Title III

Monday, November 2, 1987
1:00PM - 3:30PM Cont'd

REGENCY VI

120 Recruiting Black Students for the Teaching Profession

171 Recruitment and Retention of Black Student Teacher Education Majors

REGENCY VII

088 The Minority Retention Initiative in New Jersey

096 Reflections: Effective Interventions for Minority Students at Urban Institutions

185 Unique Problems of Black Student Retention at Black Colleges and Universities

187 Minority Student Access and Retention Initiatives in Connecticut Public Higher Education

COFFEE BREAK
3:30PM - 4:00PM
GALLERIA B

SPECIAL SESSIONS

Monday November 2, 1987
4:00PM - 6:00PM
8:00PM -10:00PM

Regency II

Strategic Learning Systems Method
"The Impact of Racism/Sexism/Elitism on
Black Student Retention"
A. Lee Johnson, President
Strategic Learning Systems

Regency V

Student Session
Eugene Herring, President
Student Government Association
Florida A and M University

Dennis Watson, President
"Leadership, Success and Survival
into the 1990's"

Regency VII

Thirteen College Curriculum Program (TCCP)
Melvin O. Smith, Dean
Norfolk State University

William Moore, Vice President
Academic Affairs
Texas Southern University

Regency VI (8:00PM only)

Conference Abstract Publications
1987 Conference Authors
Clinita A. Ford, Coordinator
National Conferences on Black Student Retention

Marvel Lang, Director
Center for Urban Affairs
Michigan State University

CONCURRENT SESSIONS II
Tuesday, November 3, 1987
8:30AM - 10:30PM

GARRISON SUITE

154 Cluster 5 - a Model for Student Retention

102 The Fenway Retention Consortium: A Model Program

173 Outcome Measures

BUCCANEER B

170 Considerations for Retention of the International Student

054 A Discipline Based Mentor Program for Black Students in a California State University

056 Minority Mentor Program at Cleveland State University

083 Assisting the Minority Student to Overcome Non-Academic and Academic Barriers to Success

BUCCANEER C - D

155 Georgetown University Law Center Tutorial Program

070 Higher Educational Choices: A Difficult Decision for Blacks

127 Impact of Education Reform on Children at Risk

149 Education Equity at CSU, Sacramento: Retention Models

REGENCY III

158 Predicting Student Persistence in the Freshmen Year at Norfolk State University

137 Enhancing Educational Opportunity for the Differently Advantaged: Retention of Minority Adults

146 Linking Adult Literacy Learners to Higher Educational Opportunities

161 African Student Retention in Higher Education

REGENCY V

116 To Identify Affective Personality Characteristics Associated with Academic Achievement, Incidences of Attrition, and Probationary Status among Freshman College Students

153 Writing Strategies that Help Black Student Retention

129 Retention Program for Minority Athletes

082 Institutional Factors in Student Retention

REGENCY VI

163 Is There a Need for Historically Black Colleges

121 Statewide Retention Efforts in Kentucky

077 Governor's Minority Student College Preparation Program

REGENCY VII

172 The Challenge to Black Higher Education

061 Metacognitive Strategies of College Freshmen: Are They Deployed? Are They Known? How to Teach Them.

159 The Theoretical Significance of Cognitive Direction and Influences on Black College Retention

095 The Role of the Academic Library and Faculty in the Retention of Black Students in Higher Education

COFFEE BREAK
10:30AM - 11:00AM
GALLERIA B

CONCURRENT SESSION III
Tuesday, November 3, 1987
11:00AM - 12:30PM

GARRISON SUITE

057 Osteopathic Medicine: The Recruitment and Retention of Black Physicians

067 Podiatric Awareness and the Need for More Black Podiatrists

094 Summer Enrichment Program: A Plus for Minority and Disadvantaged Pre-Medical and Pre-Dental Students

BUCCANEER B

168 Minority Curriculum Development: A Comprehensive Approach to Black Student Retention

078 Black Student Retention: A Campus-wide Responsibility

059 Minorities in Management

BUCCANEER C - D

183 Progression Rates of the 1981 Freshmen Cohort at University of District of Columbia

156 Black Achievers Supporting Black Underachievers: A Benefit to both Student Groups at a Majority White Campus

162 Fine Arts Programming in Black Cultural Heritage in a Predominantly White College: A Case Study in "Town and Gown" Cooperation

REGENCY V

062 Graduates of College Preparatory Programs in Postsecondary Education: Patterns of Enrollment, Retention and Career Choice

072 Project Intercept

Tuesday, November 3, 1987
11:00AM - 12:30PM Cont'd

REGENCY V

114 Relationships: Linkages as a Retention Strategy

REGENCY VI

091 Implementation and Evaluation of an "Early Warning System": An Academic Monitoring Device for Minority Sophomore, Junior and Senior Engineering Students

141 Project BEST (Black Educational Specialist Training)

138 The New Jersey Plan for Black Student Retention in Higher Education through the Educational Opportunity Fund Program

REGENCY VII

106 Becoming A Master Student: An Opportunity For The Students You Teach

176 Statewide Outcomes of Remedial Programs

GENERAL SESSION II

Tuesday-November 3, 1987 **12:45PM-2:45PM**
Regency Ballroom

Presiding - Dr. Frederick S. Humphries
President, Florida A & M University

Call to Order

Introduction

Message of Inspiration ..... Rev. Tyrone Crider

Luncheon

Introduction of Speaker ..... Mr. Melvin Aaron
Special Assistant/Policy
Analysis/Academic Affairs
University of California

Speaker ..... Honorable Willie L. Brown, Jr.
Speaker of California Assembly

TOPIC: "The Role and Impact of State Government on Black Student Retention"

Remarks ..... Dr. Frederick S. Humphries

Announcements ..... Dr. Clinita A. Ford

DOOR PRIZE (Must be present to win)

CONCURRENT SESSION IV
Tuesday, November 3, 1987
3:00PM - 5:00PM

GARRISON SUITE

123 An Analysis of Characteristics Influencing the Withdrawal of Adademically Eligible Black Students in a Predominantly Black University: 1981-1984

090 A Study of the Influence of an Effective Study Skills Program on Chances in Study Habits and Attitudes

147 Study Groups: A Counselling Strategy to Promote Academic Success

055 Black Students Enrolled at Predominantly White Colleges and Universities: An Endangered Species?

BUCCANEER B

081 The Transfer Articulation Project: A Model Program

143 Erie Community College-Empire State College Transitional Program

126 Time of Registration and Academic Performance of Grambling State University Students: An Empirical Investigation

181 The Plight of the Black Student in Education

BUCCANEER C - D

177 Minority Recruitment and Retention: Assumptions, Principles and Design Guides

178 Facilitation of Minority Retention Through University-Community Relations

179 Effective Retention Practices and Programs for Hispanics

180 A Model Program for Minority Students: The Post-Baccalaureate Program in Liberal Arts

Tuesday, November 3, 1987
3:00PM - 5:00PM Cont'd

REGENCY V

073 Perceived Supports to Academic Progress Among Black Women in a Baccalaureate Nursing Program

182 Teachers Who Pursue "Excellence with Caring" Attitudes in Their Professional Interaction with Students Can Positively Affect Student Retention

115 Black Student Retention: Integrating Philosophy and Science into Pragmatic Applications

110 Black Students on White Campuses: Issues and Concerns

REGENCY VI

157 Black Student Retention: A Five Stage Model for Programs You Can Institute Next Year

074 Interprofessional Approaches to Raising the Retention of Minority Students at CUNY

REGENCY VII

122 How Organizational Structure Contributes to the Success Rate of a Black Student Retention Program at a Predominantly White Institution

079 Programming Retention at the University of Georgia

101 Data and Implications Accumulated on Retention Strategies for Minority Students Interested in Higher Education Initiatives

GENERAL SESSION III

Wednesday-November 4, 1987 **8:30AM-10:30AM**

Regency Ballroom

Presiding - Dr. Eva C. Wanton, Dean
School of General Studies
Florida A and M University

Call to Order

Opening Remarks

Introductions

Panel Discussion

"National Initiatives to Enhance Opportunities for Blacks in Higher Education"

Panelists

Mr. Anthony Fairbanks, President
Council on Career Development for Minorities, Inc.
Dallas, Texas

Dr. Isaac Sanders, Executive Director
National Action Council for Minorities in Engineering, Inc.
New York, New York

Dr. William Thompson, Program Officer
U. S. Department of Education
Fund for Improvement of Postsecondary Education
Washington, DC

Dr. Israel Tribble, Executive Director
McKnight Foundation and The Florida Endownment Fund for Higher Education in Florida
Tampa, Florida

Dr. David Wilson, Director
Minority Programs
Woodrow Wilson National Fellowship Foundation
Princeton, New Jersey

Questions and Answers

Panel Summary ..... Dr. William E. Cox

Closing Remarks ..... Dr. Eva C. Wanton

Announcements ..... Dr. Clinita A. Ford

DOOR PRIZE (Must be present to win)

COFFEE BREAK
10:30AM-11:00AM
Galleria B

"CHECK OUT OF HOTEL"

CONCURRENT SESSION V
Wednesday, November 4, 1987
11:00AM - 12:30PM

BUCCANEER C - D

186 The Influence of "Student Fit" in Academic Retention

060 Increasing the Retention of Black Students Through Study Skills, Academic Advising, and Faculty Role-Modeling: A Multimethod Approach

134 Exemplary Projects Designed to Retain Black and Minority Students who Enroll in Predominantly White Colleges: A Survival Kit for Students, Teachers and Administrators

REGENCY III

139 Towards a Model for Minority Retention

128 Personality Type and Student Retention at a Historically Black University

130 A State Supported Retention Program for Black Male Students at a Predominantly White Community College

REGENCY V

086 Minority Corporate Fellows Program: Utilizing Black Business Professionals to Improve Retention Among Black Business Majors

118 Blacks in Social Sciences Association and Summer Academic Enrichment Program: Support Models for Minority Students at UC, Irvine

051 The Impact of Current Financial Aid Trends on Black Student Enrollment in Higher Education

REGENCY VI

148 A Career Development Program for Minority Student Retention

065 Minority Recruitmentin Colleges and University Barriers, Recruitment Principles and Design Guidelines

Field-Tested Successful Model"

Wednesday, November 4, 1987
11:00AM - 12:30PM Cont'd

REGENCY VII

160 Networking for Personal and Professional Services

053 The Educational Dilemma of the Black Student/Athlete

058 The Comprehensive Role of Student Affairs in Black Student Retention

GENERAL SESSION IV

Luncheon/Banquet

Closing Session

Wednesday-November 4, 1987 **12:45PM-3:00PM**

Regency Ballroom

Presiding - Dr. Delores Stamps
Director/Academic Skills Center
Jackson State University

Call to Order

Message of Inspiration ..... Rev. Tyrone Crider

Luncheon

Introduction of Speaker ..... Dr. Cordell Wynn
President/Stillman College

Speaker ..... Dr. Vera King Farris, President
Richard Stockton State College

TOPIC: "The Triumph of the Human Spirit"

Remarks and Conference Summary..... Dr. James Anderson

Acknowledgements/Announcements..... Dr. Clinita A. Ford

Super Door Prize (Must be present to win)

Conference Closing ..... Dr. Frederick S. Humphries

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
CN 500
TRENTON, N.J. 08625-0500

OFFICE OF THE COMMISSIONER

*Roughly 36 percent (400,000) of all New Jersey public school students and the majority of all minority students attend schools in urban districts. Demographic and educational studies indicate that problems in academic, physical, social and economic development are magnified in the urban centers.

New Jersey's young people must be prepared for a world that is increasingly complex and supported by new technologies. For all students to meet this goal, academic standards must be fair and yet rigorous enough to assure that a public school education represents competitive levels of skill in reading, writing, mathematics and adaptive problem solving for all students. New Jersey educators challenge all students to attain their highest levels of achievement.

- The High School Proficiency Test (HSPT) required for graduation beginning with 1985-86 ninth grade class, measures complex skill applications, e.g., to read and interpret, to compute and solve mathematical problems, and to compose and write coherent essays.

- Recognizing that higher standards of achievement on the HSPT could have a disproportionate impact on urban and minority graduation, the Department of Education awards substantial grants for summer remedial programs to the lowest achieving urban districts.

- In addition to programs to enhance the teaching profession and improve school management, the department offers two incentive programs for high school completion to minority and urban students:

  "10,000 Graduates: 10,000 Jobs" guarantees jobs to interested high school students who pass the HSPT in ninth or tenth grade. The "Minority Teacher Program" guarantees college loans to selected minority students interested in teaching. There is a provision for loan forgiveness to students who subsequently teach in urban schools.

*Adapted from New Jersey's Design for Educational Excellence, NJDOE (1985)

Submitted by: Valarie W. French, Ed.D., Special Assistant to the Commissioner 9/16/87.

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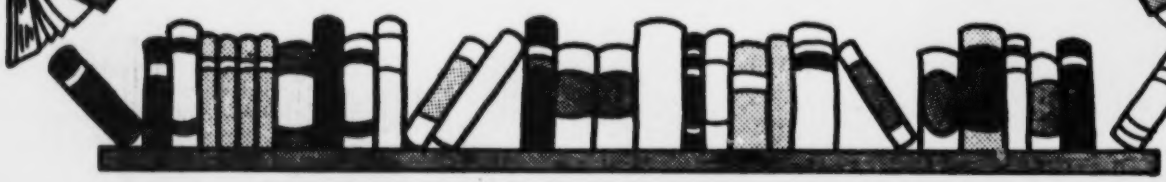


CALL FOR PAPERS

Fourth National Conference on Student Retention

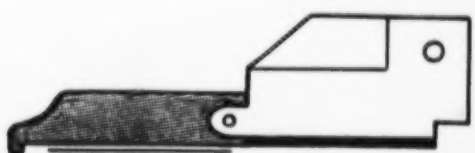
November 15-18, 1988 **New York Penta Hotel**

New York, New York

Proposals are requested for conference presentations related to the theme "Black Student Retention in Colleges and Universities". The presentation may be based on research, a model program, a project or innovative strategies. The proposal must be structured for a 15-20 minute presentation.

Send a three page (maximum) abstract, typed and double spaced by May 1, 1988. All presentors must be registered to participate in the conference. Send abstracts to:

Dr. Clinita A. Ford
Retention Conference Coordinator
209 Jackson Davis Hall
Florida A and M University
Tallahassee, Florida 32307
(904) 599-3527



The Impact of Current Financial Aid Trends on Black Student Enrollment in Higher Education

Glenda F. Carter, Grambling State University, LA

#051

This paper explores financial aid trends in higher education. It outlines the evolution of federal commitment to all of higher education and explores the pattern of commitment to black higher education. It investigates the current financial aid trends including budget cuts to and phasing out of campus-based aid programs, the shift in emphasis from grant funds to student loan programs, and the impact of Gramm-Rudman-Hollings of black higher education. This paper outlines the current and potential impact of these factors and provides a set of recommendations and alternatives to college administrators faced with the task of bridging the gap between available student financial aid and actual student need.

The Educational Dilemma of the Black Student/Athlete

Gary A. Sailes, University of Delaware, DE

#053

Approximately 75% of the black students/athletes participating at NCAA Division I colleges and universities in football and basketball do not graduate from the institutions they represent. The findings of the Afro-American Institute for Sport Science at the University of Delaware on the socio/cultural and institutional variables that adversely affect the educational accomplishments of the black student/athlete participating in college sports will be presented in a comprehensive one-hour slide presentation. Programs and strategies for remedying this historical ongoing problem will be presented and discussed.

A Discipline Based Mentor Program Designed for Black Students in a California State University

Ruth G. May, California State University, CA

#054

Without exception, national and state-wide studies addressing the need for institutions of higher education to take action to improve the retention and graduation rates of Black students recommend that campuses make an institution-wide commitment to educational equity. In its own educational equity report, "Which Way the Future?", the California State University directed its 19 campuses to develop effective strategies that will assure equality of opportunity, as well as fairness and impartiality in the educational process affecting Black and Hispanic students. Consequently, California State University, Fullerton developed a plan and was funded for a program called the Discipline Based Mentor Program, which was implemented in February 1987.

among the goals of the Discipline Based Mentor Program are: encourage faculty to interact informally with Black students to increase their academic achievement, retention, and graduation rates; involve faculty in university-wide efforts which enrich and personalize classroom learning among Black students; develop faculty awareness and sensitivity regarding cultural differences; increase out-of-class learning; support and encourage Blacks to select majors experiencing national underrpresentation; and augment and enhance an existing mentor program. A report on CSUF's program will be given at the Black Student Retention Conference, as well as future plans for retention of Black students.

Black Students Enrolled at Predominantly White Colleges and Universities: An Endangered Species?

John W. Wilson, University of Akron, OH

#055

While many studies on minorities in higher education show an increase in minority enrollment between 1980 and 1984, Black undergraduate and graduate enrollments declined significantly during that period of time. Concommitant with the disproportionate decline in enrollment among Black students in higher education is the tremendous problem of retention which further exacerbates the declines in enrollment.

This position paper examines and critiques the national trends of Black students in higher education. In addition, the author assesses some of the perceived cumulative factors that relate to the decline in enrollment and the retention of Black students on a disproportionate number of predominantly White campuses.

In conclusion, the presenter gives an overview of the status of minority affairs at The University of Akron and its impact on Black student retention at a predominantly White university.

Minority Mentoring Program

Diane Dillard, Director, Office of ACCESS, Cleveland State University, OH

#056

This proposal speaks to the transitional phase of the Minority Mentoring Program as an off campus program with a fairly loose connection to a program on the CSU campus supported by University resources and coordinated by a University office. The Minority Mentoring Program was started in 1985 under the University Christian Movement (in Cleveland) with an advisory board of Black faculty and staff. The program grew out of an overwhelming concern for the retention of Black students and the need to support and foster their adjustment to CSU. Minority students at CSU, to a large extent, come from predominantly black educational systems. Some are poorly prepared, others have not been challenged to develop strong study skills, habits and

attitudes needed to succeed in a higher eduational setting. We believe that, conceptually, the mentoring program is sound and very much needed. However, the structure, goals, objectives, and level of commitment on the part of the University, faculty/staff and students need to be re-examined. The Retention Study conducted in 1984 indicated that of our general student body, a significant number suffers from isolation. Being connected has been found to make a significant difference in the success rate of our students.

The mentoring program is not set up to supplant existing systems nor existing services, but to enhance that system so that it works in the best possible way for all students and specifically minority students. The focus of the mentoring program, to borrow from the CSU Retention Study, "...is not on remediation, but rather on outreach to students with various levels of competence and potential in order to communicate with them both in and beyond the classroom to meet their eduction needs" (p.2). Emphasis is on helping students become connected in various ways and at various points within the existing system. Hopefully, in the process of doing so, we will let students know someone cares about them, their adjustment and overall academic performance. The mentoring program is designed to aid in the retention of students as well as help students have a "positive" experience at CSU.

Osteopathic Medicine: The Recruitment and Retention of Black Physicians

Gregory Stewart, Ohio University of Osteopathic Medicine, OH

#057

There are two schools of medicine in the United States today: osteopathic and allopathic. Graduates of osteopathic medical schools receive a D.O. (Doctor of Osteopathic Medicine) degree, while graduates of allopathic medical schools receive a M.D. (Doctor of Medicine) degree. The fifteen colleges of osteopathic medicine (about half of them state supported, including Ohio University) now enroll nearly 6,500 medical students. Ohio University's College of Osteopathic Medicine has expressed a commitment to the recruitment and retention of Black students. Recruitment activities including a mail campaign, visits to summer minority pre-medical programs and visits to predominantly Black colleges have resulted in a 50% increase in applicants and matriculants for Ohio University. Retention activities focus on preparation programs including a summer premedical program for minority students and a prematriculation program for diagnostic testing of academic abilities for admitted medical students. Other retention activities focus on peer support groups. This session will highlight the differences between osteopathic and allopathic medicine and will detail

Ohio University's strategy for Black student recruitment and retention.

The Comprehensive Role of Student Affairs in Black Student Retention

Gregory Stewart, Ohio University College of Osteopathic Medicine, OH

#058

This presentation will introduce a campus-wide networking system for delivering student affairs services to support Black student retention. A common reason for Black student attrition can be attributed to factors under the control of student affairs. Five areas of student affairs will be explored in this presentation. The topic of Educational Services will address the special concerns of Black students in orientation, academic advising and tutoring needs. The financial aid package and the student work-study position. The topic of Residence Hall Services will focus on Black student issues as related to roommate selection, programming and leadership. Career guidance, employment and graduate school placement opportunities for the Black student will be explored under the topic of Career Planning and Placement. And finally, the topic of Student Activities will focus on the activities of greek affairs, cultural events and the Black Student Union.

Minorities in Management

Donald Williams, Sr., Director, Minority Business Education Center, Grand Valley State College, MI

#059

The Program to Increase Minorities in Business (PIMIB) Task Force concluded its Minorities in Management study for the American Assembly of Collegiate Schools of Business in December 1983. Some of the factors identified that contributed to a disproportionate number of minorities on Campus were: (1) A stagnation in the number of well-qualified minority high school graduates; (2) Little recent growth in the funding of minority scholarships, (3) A negative image of business and a non-existant image of management careers prevailing in many minority communities; (4) A high dropout rate of minority students at some majority schools, which has caused the schools to become more selective in their admissions policies; and (5) Inadequate counseling at the high school level and course offerings that are not likely to portray business as a challenging and rewarding occupation to talented students of any race.

Colleges and universities across the nation responded to the national dilemma in a variety of approaches that were designed for their own campuses and with its unique problems. Some of the efforts are worthy of replication, however, most are still in the area of continuous change.

Increasing the Retention of Black Students Through Study Skills, Academic Advising, and Faculty Role-Modeling, A Multimethod Approach

Helen F. Giles-Gee, Towson State University, MD

#060

Funded by a grant from the Maryland State Board for Higher Education, the primary goal of this project was to present a three-group model designed to improve by 1989 the retention rate of newly admitted black students by a minimum of ten percentage points over the present retention percentage for black students. Ancillary objectives were to develop a comprehensive long-range plan to increase the use of services that benefit retention as well as to identify the primary factors that contribute to retention at Towson.

Past prediction models accounted for only 17% of the variance of the college grade point average (GPA) of blacks at Towson. Inasmuch as we could not predict which blacks would achieve based on high school GPA and Scholastic Aptitude Test (SAT) scores, all 135 newly admitted black freshmen were asked to participate in the project. These students were assigned to four treatment groups and regardless of the group to which the students were assigned, each received study skills training, academic advising, and faculty role-modeling. What differed among the groups was the manner in which the three elements were presented.

An ANCOVA, with the high school GPA and the verbal and math SAT scores as the independent variables and the college GPA as the dependent variable, showed no significant difference in academic performance among the groups. However, chi square analysis revealed a significant increase (44% to 60%) in the number of black freshmen who attained spring semester cumulative GPAs above 2.0 than a matched sample who had entered the year before. Additional chi square analysis showed that a significantly larger number of participants used tutorial services during the fall semester than nonparticipants and 5% more than the previous year's black freshmen. These results suggest that structured advising with faculty serving as liaisons to services, regardless of the format, fostered significant increases not only in students' academic performance but also in their utilization of tutorial services.

Metacognitive Strategies of College Freshmen: Are they Deployed? Are they Known? How to Teach Them

James L. DeBoy, Lincoln University, PA

#061

A study of college freshmen at Lincoln University (Pennsylvania) was conducted to determine what students deployed goal-setting, self-monitoring, and/or self-rewarding strategies while problem-solving. The

CONFERENCE-AT-A-GLANCE

ACTIVITIES SCHEDULE

October 31 — November 5 1987

DAYS	TIME / ROOMS	GALLERIA "B"	GALLERIA "A"	GARRISON SUITE	BUCCANEER "A"	BUCCANEER "B"	BUCCANEER "C-D"	REGENCY I	REGENCY II	REGENCY III	REGENCY IV	REGENCY V	REGENCY VI	REGENCY VII	NOTES
SAT. OCT. 31	1:00 pm- 5:00 pm			SP											13- College Group
	7:00 pm- 12:00 N			SP											13- College Group
SUNDAY NOV. 1	9:00 am- 12:00 N			SP											13- College Group
	2:00 pm- 10:00 pm	EXH	REG		IXC										Registration
	"Afternoon"														Vicinity Attractions
	6:30 pm- 9:30 pm														Cash Bar
	7:00 pm-9:00 pm							TABLETOPICS							Retention TableTopics
MONDAY NOVEMBER 2	8:00 am- 4:00 pm	EXH	REG												Registration
	8:00 am- 10:00 pm				IXC										Information Exchange
	8:30 am-9:00 am	COF													Coffee
	9:00 am- 11:30 am							GENERAL SESSION I							Chancellor T. Edward Hollander
	11:30 am- 1:00 pm														LUNCH — On your own
	11:00 pm- 3:30 pm			CC		CC	CC			CC		CC	CC	CC	Concurrent Sessions I
	3:30 pm- 4:00 pm	COF													Coffee Break
	4:00 pm- 6:00 pm								SLS						Dr. A. Lee Johnson
	4:00 pm- 6:00 pm											SDN			Mr. Dennis Watson
	4:00 pm- 6:00 pm									SP					13- College Group
	6:00 pm- 8:00 pm														Dinner
	8:00 pm - 10:00 pm								SLS						Dr. A. Lee Johnson
	8:00 pm- 10:00 pm											SDN			Mr. Eugene Herring
	8:00 pm- 10:00 pm												SP		'87 Conference Authors
TUESDAY NOVEMBER 3	8:00 am- 4:00 pm		REG												Registration
	8:00 am- 10:00 pm	EXH			IXC										Information Exchange
	8:30 am- 10:30 am			CC		CC	CC			CC		CC	CC	CC	Concurrent Sessions II
	10:30 am- 11:00 am	COF													Coffee Break
	11:00 am- 12:30 pm			CC		CC	CC					CC	CC	CC	Concurrent Sessions III
	12:45 pm- 2:45 pm								GENERAL SESSION II						Assemblyman Willie Brown Jr.
	3:00 pm- 5:00 pm			CC		CC	CC					CC	CC	CC	Concurrent Sessions IV
WEDNESDAY NOVEMBER 4	8:00 am- 12:00 N		REG												Registration
	8:00 am- 11:00 am		IXC												Information Exchange
	8:00 am- 5:00 pm	EXH													Exhibitors
	8:30 am- 10:30 am							GEN III							Panel Discussion
	10:30 am - 11:00 am	COF													Coffee/Check Out of Hotel
	11:00 am - 12:30 am						CC			CC		CC	CC	CC	Concurrent Sessions V
	12:45 pm- 3:00 pm							GEN IV							Dr. Vera King Farris
	3:00 pm- 5:00 pm											EEORC			Special Activity

LEGEND:

CC — Concurrent Session
COF — Coffee
EXH — Exhibitors
GEN — General Session
IXC — Information Exchange
REG — Registration
SDN — Student Session
SLS — Strategic Learning Systems
SP — Special Activity

POST CONFERENCE CRUISE: Thursday, November 5, 1987

CONFERENCE-AT-A-GLANCE

CONCURRENT SESSIONS

November 1-4, 1987

	DATE/TIME	Seq.	CONFERENCE ROOMS/ABSTRACT CODES						
			Garrison Suite	Buccaneer B	Buccaneer C-D	Regency III	Regency V	Regency VI	Regency VII
CC-I	Monday November 2 1:00 pm — 3:30 pm	A	142	098	150	174	165	066	088
		B	142	140	099	174	184	092	096
		C	071	145	100	136	084	109	185
		D	117	175	135	119	169	120	187
		E	103	175	164	131	085	171	187
CC-II	Tuesday November 3 8:30 am — 10:30 am	A	154	170	155	158	116	163	172
		B	102	054	070	137	153	121	061
		C	173	056	127	146	129	077	159
		D	173	083	149	161	082	077	095
CC-III	Tuesday November 3 11:00 am — 12:30 pm	A	057	168	183		062	091	106
		B	067	078	156		072	141	176
		C	094	059	162		114	138	176
CC-IV	Tuesday November 3 3:00 pm — 5:00 pm	A	123	081	177		073	157	122
		B	090	143	178		182	074	079
		C	147	126	179		115	074	101
		D	055	181	180		110	074	101
CC-V	Wednesday November 4 11:00 am — 12:30 pm	A			186	139	086	148	160
		B			060	128	118	065	053
		C			134	130	051	065	058

LEGEND: A-E sequential order of presentations
Number corresponds to Abstract Code Identificaiton

literature suggests that students reporting conscious awareness and utilization of these strategies should successfully complete the problem more often than those subjects not deploying these self-monitoring strategies. Proposed etiologies of metacognitive differences (deficiencies) will be reviewed and critiqued. The findings from the Lincoln study will be discussed and implications/suggestions for metacognitive intervention programs for the college student will be presented.

Graduates of College Preparatory Programs in Postsecondary Education: Patterns of Enrollment, Retention, and Career Choice

Sharon Thompson Gray, Boston Area Health Education Center, MA

#062

A follow-up survey was performed during the summer and fall of 1985 on some 109 high school students who graduated from four Boston area academic enrichment programs from 1982 to 1984. The survey was performed by the Massachusetts Board of Regents. The centers surveyed were: Harvard Upward Bound, Cambridge; Univ of Massachusetts Upward Bound, Boston; ABCD Health Careers Program, Boston; BAHEC Health Careers Program, Boston.

One of the major goals of the survey was to identify components of successful programs and to recommend program models which could be supported by the Board of Regents. Some of the categories surveyed included: patterns of Program Graduates, patterns of College Application and Admission, patterns of Retention, patterns of College Attendance and Transfer.

At the completion of this survey, recommendations were made to the Board of Regents that would support a more vigorous effort in developing and maintaining a systematic approach in retaining students in postsecondary institutions.

Minority Recruitment in Colleges and Universities: Barriers, Recruitment Principles and Design Guidelines

John Oliver, School of Social Welfare, State University of New York-Albany, NY
Lester Brown, School of Social Work, Wayne State University, MI

#065

This paper identifies ways of thinking about and designing minority recruitment programs within higher education settings. The principles and design guidelines identify action steps. The proposed framework emphasizes the value of participatory planning as a means of neutralizing barriers that undermine recruitment efforts. The results of one implementation of these design guidelines will be reported.

Increasing Black Faculty: A Link to Black Student Retention
Shirley Vining Brown, University of Maryland, MD
#066
Recent evidence indicates a growing decline in the presence of Black faculty on U. S. college and university campuses. In 1985, Blacks accounted for fewer than 4 percent of the nation's college faculty and fewer than 2 percent at predominantly White colleges. There is concern that if college faculties continue to become more White rather than more representative of Blacks in the general population, there will not be sufficient numbers of Black faculty who can serve as role models and mentors for Black students. Moreover, an increase in the isolation of Black students on White campuses may lead to an even higher attrition rate among this population, thereby fueling the cycle of Black attrition in higher education. The presence of Black faculty is seen as an important link to Black undergraduate and graduate enrollment, persistence, and completion rates. However, current estimates and future projections indicate that fewer Blacks are entering academic careers. This paper describes trends in the loss of talented Blacks from academia, discusses the importance of this loss for increasing the future supply of Blacks on college and university faculties, and discusses the implications of losing Black faculty for the access of minority students to graduate education.

Podiatric Awareness and the Need for More Black Podiatrists
Frank Jimenez, Director, Relations with Schools, The California College of Podiatric Medicine, CA
#067
I am proposing a 30 minute presentation on the educational and career opportunities available in podiatric medicine. The (30) minute presentation will focus on the following:

*advantages of a career in podiatric medicine
*the doctor of podiatric medicine, the scope of the profession
*preparing for a podiatric medical career
*the severe shortage of minorities in podiatric medicine, especially Black-Americans in the profession

A podiatrist will assist me in the presentation addressing these issues.
The basic format of the presentation is as follows:
*10 minute introduction highlighting the above points
*10 minute presentation by the podiatrist sharing perspectives about the need for more Black-Americans to enter the podiatric medicine field
*5 minute multi-media slide presentation about podiatric medical profession
*5 minute question and answer period
Information packets will be distributed to those attending the conference.

Higher Educational Choices: A Difficult Decision for Blacks

Bruce Chrisman, Academic Advisor, Southern Illinois University at Carbondale, IL

#070

Since the major portion of the Black middle class was created by the historically Black colleges and universities, it is a sad commentary on the state of America when the worth of the historically Black colleges and universities is questioned or put into jeopardy. Underfunding and a shortage of Black colleges and universities continues to this day as a factor maintaining a permanent Black underclass in the ghetto.

Hostile environments toward Blacks at our predominantly White postsecondary institutions have contributed to higher attrition rates for Blacks attending predominantly White campuses than for Blacks attending predominantly Black campuses. Higher attrition rates among Blacks have created another perception of higher education, one of failure. This corresponds to the reality of higher education which has and continues to fail to break through the poverty cycle in any substantive manner in the Black ghetto.

The time has come to give the historically Black colleges more resources and at the same time to demand more and better trained Black graduates. The time has come to hold the predominantly White institutions of higher learning accountable for their higher attrition rates for Black students and for their hostile environments towards Black students.

Summer Research Opportunities Program for Minority Students

Jean E. Girves, Committee on Institutional Cooperation, IL

#071

The SROP is designed to interest minority students in graduate education by involving them in research and scholarly activities with faculty members and graduate students early in their undergraduate experience. Such involvement is expected to improve the quality of their undergraduate programs, to enhance the likelihood of their completing bachelor's degrees, and to attract more and better prepared minority students to graduate school, which will ultimately increase the proportion of minority faculty employed at colleges and universities across the country.

In addition to working on their research projects, students on each campus meet regularly with one another for seminars and workshops, and at the end of the summer, they present their papers at campus symposia. All SROP participants attend the CIC Conference held at the end of July on a different campus each summer. The Conference features roundtable progress reports by current SROP students, presentations by selected SROP students from the previous year, and discussions of the nature of graduate education

and research by faculty members and CIC Fellows. Student and faculty evaluations of the SROP are highly favorable.

Students receive a stipend while their faculty mentors receive funding for the cost of the research. Funding is provided by the CIC institutions, the Big Ten and the University of Chicago including Wisconsin at Milwaukee and Illinois at Chicago, and by the Andrew W. Mellon Foundation, the Lilly Endowment, and the W. K. Kellogg Foundation.

Project Intercept

Gloria Rembert, Associate Professor, Business Division, Holyoke Community College, MA

#072

There is currently a move by two-year colleges to identify those students, who because of high school performance, might be considered "high risk" when they enter their freshman year. Although this attempt is assisting those incoming students with study skills, there is still a percentage of students in our community colleges for whom there is no program or course to aid them with their study skills. Specifically, these students are those who are experiencing academic difficulty and have been placed on academic probation after their first semester at the College. At the end of a given semester, the student's grades are tabulated, and if his QPA is below a certain level, he is sent a letter stating that he has been placed on academic probation. This letter is usually sent from the office of the Academic Dean. The only condition placed on a student on academic probation is that he must show improvement within a specific time period. Until now, we have not given the student any concrete suggestions as to "how" he can improve his performance and dig himself out of the hole which he has dug for himself academically. Without a plan, students on probation have traditionally gone to their academic advisors, registered for a full complement of courses for the coming semester, and proceeded to dig deeper holes for themselves.

Students who perform poorly "learned" how to do that--PROJECT INTERCEPT is a semester-long program during which we can show them how to "unlearn" poor habits and "learn" those habits which will assure improved performance in the classroom.

Perceived Supports to Academic Progress Among Black Women in a Baccalaureate Nursing Program

Nesta E. Quarry, Lehman College, CUNY, NY

#073

The purpose of this descriptive study was to identify those factors which Black women in a baccalaureate nursing program identified as helpful to their academic progress.

The sample consisted of twenty-five women, who successfully completed their junior year in a nursing program. A semistructured interview tool and a demographic data sheet were developed to collect data. Coding of data and cross-tabulation matrices were employed in data analysis.

The findings indicated that these black women encountered various obstacles to their progress: family obligations, family opposition, loneliness, inability to manage the academic work load in the prescribed time period, inadequate faculty advisement and lack of adequate tutoring services.

Although many of the women voiced feelings of anger, frustration and lowered self-concept, they showed self-directedness in the actions they took to overcome obstacles to their progress. The major support systems, in rank order, on which they relied, were family; religion; peers; friends, faculty and student services.

Education Equity at CSU, Sacramento: Retention Models

Interprofessional Approaches to Raising the Retention of Minority Students at CUNY

Flora Miller, John Jay College, NY
Alberta Arnold, LaGuardia Community College, NY
Bernice Kinard Baxter, Hunter College, NY
Milagros Garcia, Hunter College, NY
Barbara E. Stanley, Hunter College, NY
Willie James Wimberly, Hunter College, NY

#074

Discussion by members of the panel will focus on a critical question in higher education: How to retain the "non-traditional student"--the under-prepared minority student? This issue along with the problem of the decline in the number of minorities graduating from high schools portends a serious decline in the minority college student population unless concerted efforts are made to retain these students. Many of these students are at high risk because of their poor educational background. For a number of them, school has been a fearful experience, and the lessons they have been taught are handicaps to future learning (Cross, 1971). Success for these students becomes possible when counseling and teaching strategies are used to meet their special, educational and personal needs.

Governor's Minority Student College Preparation Program

Roy P. Peterson, Executive Assistant, Kentucky Council on Higher Education, KY
Gary S. Cox, Kentucky Council on Higher Education, KY
Lucinda Spangler, Kentucky Council on Higher Education, KY

#077

The Kentucky Council on Higher Education designed the Governor's Minority Student College Preparation Program to

make young black students more aware of the benefits and values of college, to consider college as an achievable option, to better prepare them to be successful in college level work, and to persist to college graduation.

The Governor's Program is designed for middle and junior high school minority students and serves as a complement to other campus based activities. This statewide program should increase the college going rate for Kentucky minority students (38.3% in 1985) and reduce the attrition rate once they enter college (44% in fall 1985 for first year students).

The Governor's program has been funded at a level of $500,000 for the first two years. The majority of the $500,000 state appropriation has been granted to institutions in or near the three major areas in Kentucky that are characterized as having large minority populations: Lexington-Frankfort, Louisville and Christian County. The eight public universities have designed specific sub-programs such as early intervention activities, weekend and summer instructional programs in math, English and computer science; special drop-out prevention efforts, tutorial centers and Upward Bound type activities; career planning, use of community role models and college students as counselors/advisors. Also included are academic competition and campus tours; parental involvement is a significant part of most of the subprograms.

Black Student Retention: A Campuswide Responsibility

Evangeline R. Darity, Associate Dean, Studies/Third World Affairs, Mount Holyoke College, MA

#078

The concerns addressed in this presentation identify possible ways to increase access, and emphasize the necessity for institutional diversity and pluralistic educational structures in order to meet the future needs of Black students.

This presentation also deals with the barriers to higher education faced by Black Americans, but it focuses specifically on retention as a campuswide responsibility.

Through a search of the literature on retention, it is revealed that Black students face barriers to retention ranging from poor secondary school preparation, college hostility, inadequate financial aid, and a paucity of Black faculty role models. The presentation will conclude with recommendations of needed support systems to ensure retention of Black students, and encourage a more welcoming campus environment.

Programming Retention at the University of Georgia

Jeffery Cooper, Director, Minority Admissions, University of Georgia, GA

#079

Retention of minority students at predominantly white universities is a critical goal of admissions administrators. A university, especially one as large as the University of Georgia must take special care not to overlook its minority students once they've been admitted. Lowering admission standards is not the answer: this only perpetuates the problem of minority student attrition because unqualified students will continue to fail to meet academic requirements. The University of Georgia stresses counseling through its Minority Advising Program, the Partners in Education Program, the new Black Parents Association and the Minority Admissions Support Team.

The Minority Advising Program (MAP) is located in the Vice Presidents Office for Academic Affairs. The program is aimed specifically at minority students with academic difficulty. Counselors arrange tutoring and mentoring for struggling students. In addition MAP arranged speakers and workshops in which minority students meet successful blacks in order to give the black students goal reinforcement. This program does not take the place of academic advising, rather it enlightens students to the many services a large university can provide. This program, as ordered by the Board of Regents, has been implemented by other state colleges and universities.

The University of Georgia believes that by counseling minority students and having them take an active interest in their surroundings, greater retention will be the result. As the number of college age students begin to dwindle, it is important to look at retention of students, especially minority students at predominantly white universities.

The Transfer Articulation Project - A Model Program

Lea E. Williams, United Negro College Fund, NY
Rebecca Bennett, United Negro College Fund, NY

#081

The three-year Transfer/Articulation Project (TAP), funded by Ford Foundation in 1986, encourages and facilitates the transfer of two-year college students to four-year black private institutions. The aims of TAP are:

1. to facilitate and encourage articulation between community colleges and UNCF institutions
2. to enhance the access of community college students to UNCF institutions
3. to increase the number of students transferring from community colleges to UNCF institutions

Twenty-six institutions are participating in the project (16 UNCF and 10 community colleges). Mini grants were recently awarded to three of these colleges to underwrite

articulation projects to be implemented during the 1987-88 academic year. Bethune-Cookman College received $15,000 for a hospitality management program with LaGuardia Community College. Florida Memorial College ($15,000) and Cuyahoga Community College will collaborate in aviation science. For the first time, the Honors Tract Program at Rust College ($20,000) will accept transfer students. The feeder colleges are to be Community College of Philadelphia, Cuyahoga Community College, Highland Park Community College, Roxbury Community College and State Community College of East St. Louis.

Institutional Factors in Student Retention

Milford A. Jeremiah, Morgan State University, MD

#082

Several studies have demonstrated that institutional factors (e.g., dormitories, instruction, libraries, social atmosphere) play a role in student retention. A similar study involving 150 of the most recent graduates was undertaken to test this hypothesis. The results suggest that students who persisted to graduation did avail themselves of these institutional factors and perceived the institution in a favorable manner.

Assisting the Minority Student to Overcome Nonacademic and Academic Barriers to Success

Shielda G. Rodgers, Assistant Professor, School of Nursing, Salisbury State College, MD

#083

The minority student in predominantly white institutions present a unique challenge to their faculty. This group of students has problems and concerns often of nonacademic nature that have the potential to influence their academic performance. In many white colleges minority students have no support person or role model with whom to communicate and their special problems and concerns often become avenues of frustration and psychological stress. These problems, in addition to the academic rigor of college, create within the minority student a feeling of impending despair that culminates in academic malaise. At this point many students may decide that the best and most immediate solution to their problem is to terminate their academic studies.

A small descriptive survey was undertaken in the School of Nursing in an attempt to gather data from students regarding their experiences as a minority within the school. The students were asked to identify cultural and social factors which they felt could have an effect on their academic performance. The responses indicate that equitable treatment and social alienation respectively, were of greatest concern.

The paper in its conclusion will propose strategies to improve the retention rates of minorities. Included will be

formal strategies such as the Mentor Program developed by the Dean as well as informal strategies.

Understanding Black Undergraduate Student Retention at Temple University

Richard A. Joslyn, Temple University, PA
Cindy Konecko, Temple University, PA

#084

The recruitment and retention of black students of higher education has once again become an issue of national import. Equal opportunity of access to higher education has become increasingly jeopardized, even as the traditional college-age population nationwide is becoming more ethnically diverse. Temple University has a record of successful recruitment of black undergraduates but our experience with the retention of black students is a good deal less satisfactory.

A crosstabular analysis of enrollment and graduation data for nine fall semester entry cohorts (1977-1985) of undergraduate students shows that critical first and second year retention rates for black freshman and transfer students lag 5-10% behind the rates for white freshmen and transfers. Fourth and fifth year graduation rates are 15-20% lower for black students when compared with white students (both freshmen and transfers). A series of discriminant analyses used to predict early retention/withdrawal based on personal characteristics (gender, age), pre-college or other college performance (SAT score, high school rank, transfer GPA) will also be presented and discussed.

A Survey of Black Undergraduate Students Perceptions of Retention/Attrition Factors at Louisiana State University: Some Preliminary Findings and Suggested Strategies

Mitchell F. Rice, Louisiana State University, LA
Bonnie Alford, Louisiana State University, LA

#085

This presentation will report the initial findings from two questionnaire surveys, a retention survey, and an attrition survey, which are presently being administered to Black undergraduate students who currently attend or recently attended Louisiana State University (LSU), Baton Rouge. The findings will be compared and contracted and an institutional intervention model will be developed. LSU is a major comprehensive research institution of more than 28,000 students. In recent years the number of Black students enrolled at LSU has increased from 1400 (5.8%) in 1979-80 to about 2,000 (7.0%) in 1986-87; an increase of nearly 43% over a seven-year period.

The retention questionnaire survey seeks to determine the reasons (i.e. faculty attention, concern and care; institutional commitment; support services; faculty role

models, and etc) why Black undergraduate students in good academic standing choose to continue their studies at LSU. Between 150-200 Black undergraduate students have completed the retention questionnaire. This represents 9-11% of the 1761 total Black student undergraduate enrollment at LSU as of Fall Semester, 1986.

The attrition questionnaire survey will report the initial results of reasons why Black undergraduate students in good academic standings choose not to continue their studies at LSU. Black undergraduate students included in this survey are those who were enrolled at LSU in Fall Semester 1986 but did not return for the Spring Semester 1987. Preliminary data indicates that about 100 Black undergradoate students in good academic standing do not return each semester. Thus, about 6% of the total Black undergraduate students at LSU leave LSU every semester. About 50 non-returning Black students responded to the attrition survey.

Minority Corporate Fellows Program: Utilizing Black Business Professionals to Improve Retention among Black Business Majors

Paula James-Mackey, University of South Florida, FL

#086

This presentation will focus on an approach to planning and implementing a monitoring program using black corporate executives who function as role models, counselors, friends and confidants for black business students in an urban environment.

The primary objective of the program is to encourage black business students to complete their degree by exposing them to the rewards and challenges of the corporate world and the advantages and opportunities available to them once they graduate. Additionally, it enables students to explore the demands and expectations of the job, and to establish significant contacts once they graduate. The program also helps to provide a mechanism for a smooth transition from student to professional.

The presentation will share methods used to solicit mentors and others who would provide enthusiastic support for the program. Student perspectives of the program will also be shared. Statistical data, forms, brochures and other information will be available. Audio-visual aids will be used to enhance the presentation.

The Minority Retention Initiative in New Jersey

Jean D. Fitts, New Jersey Department of Higher Education, NJ

#088

To respond to the growing concern about declining Black enrollments in New Jersey colleges and universities, the New Jersey Board of Higher Education passed a series of

resolutions in March, 1986 calling upon the higher education community to focus upon a statewide effort to improve minority enrollments. Among the Board's provisions was a requirement that each public college and university submit a strategic plan addressing the recruitment and retention of Black and Hispanic students. A panel of outside consultants expert in developing and implementing programs to attract and retain minority students was convened to review 31 institutions' preliminary and final plans.

This session will inform conference participants of the process that institutions used to develop their plans and will provide highlights of the New Jersey Department of Higher Education report on the decline in Black enrollment which provided the impetus for New Jersey's initiatives and will describe (1) institutional planning features considered essential for effective minority student retention; and (2) the hallmarks of the best strategic plans for minority retention and recruitment as cited by the consultants.

New Jersey, through its Governor and Higher Education Chancellor, has led the nation with many initiatives in higher education some of which directly affect minority enrollment: pre-college programs for high school students and college freshmen; increased financing for the Educational Opportunity Fund program; and a graduate fellowship program to fund minority doctoral students. Because other states are looking at this record, conference participants may be interested in learning about New Jersey's procedures and activities regarding this latest retention initiative.

Implementation and Evaluation of an "Early Warning System": An Academic Monitoring Device for Minority Sophomore, Junior and Senior Engineering Students

Jimmy Tomblin, Assistant Professor/Counseling Psychology, Chicago State University, IL

#090

The purpose of this study is to show whether or not students who participated in the Effective Study Skills Program at Chicago State University showed significant changes in study habits and attitudes after completing the program. Study habits and attitudes are measured by the Survey of Study Habits and Attitudes (SSHA).

The Study is composed of college students who participated on a voluntary basis and were administered the SSHA as pre and post tests. Students mark answers ranging from whether statements "Rarely" apply to them to "Almost Always" applying to them with "Sometimes", "Frequently", and "Generally" falling in between.

The study skills program covers five areas that are considered essential in developing good study habits. They

include time management, taking notes, reading textbooks, taking tests, and writing papers. It is postulated that proper emphasis in these areas will have effect on study habits and attitudes. The SSHA has four subscales; Delay Avoidance, Work Methods, Teacher Approval, and Education Acceptance, that can be summed up to obtain scores on study habits, study attitudes, and study orientation.

At the beginning of the school year, announcements were sent throughout the campus indicating that workshops on developing effective study skills were being offered. The time, dates, location and content were listed.

During the first session, the research endeavor was explained and the SSHA pre test was administered. At the end of the ten week session the SSHA post test was administered. Test results were compiled and prepared for analysis.

A pre test/post test design is used to evaluate change. The researcher is aware of the possibility of change resulting from learning through previous testing. This will be considered when drawing conclusions.

To test for statistical significance, Chi-square statistics will be used. The null hypothesis will be rejected at the .05 level of statistical significance.

The Early Warning System

Ruth E. Benns, Counselor/Research Coordinator,
University of Maryland, MD

#091

Colleges and universities are increasingly being faced with the problem of the attrition of minority students from higher educational institutions. The research literature supports the existence of a relationship between grade point average and persistence in college.

The "Early Warning System" (EWS), an academic monitoring device, was developed by this researcher and implemented in the College of Engineering at the Michigan State University (MSU) to impact minority sophomore, junior and senior engineering students leaving the college because of poor academic performance. The research investigation of the EWS academic monitoring device, include a summative and formative evaluation. Hypothesis were generated, and comparisons were made between treatment and control groups.

Results of the statistical analysis phase of this investigation support the premise that the Early Warning System had an effect. In addition, there is evidence that from the first to the second implementations of the EWS, program improvement was noted.

Excellence in Education: Are Minorities Included

Bernard Lee Green, Instructor, Valdosta State College, GA

#092

Recruiting and retaining minority students for colleges and universities remains to be a challenge, but with new program initiatives for the minority student, this situation may change. There is a crucial need for institutions to consider retention programs and to implement these programs. If these institutions continue to neglect issues of importance to minorities, they waste a valuable pool of human potential.

Included in the paper are examples of various retention programs that have been implemented. The retention program at Valdosta State College, the Minority Advising Program (MAP) is a good example of how one institution is taking the initiative to improve the chances of a minority student getting a degree. This program has been very successful in helping the minority student adjust to the college life of a predominantly white institution. The students have been quite responsive to the program. The faculty and staff, black and white, have been very instrumental in making this program a success. Still this is only a small effort to aid the minority student, much more work needs to be done in other areas to ensure that all students are treated fairly regardless of race or socio-economic status.

The presentation will be made in a lecture type manner, explaining key points of interest and answering any questions.

Summer Enrichment Program: A Plus for Minority and Disadvantaged Pre-Medical and Pre-Dental Students

Lillian B. Poats, University of Texas, TX

M. Maxine Hammonds-Smith, University of Texas, TX

#094

The Summer Enrichment Program (SEP), a service provided through the area of Student Support at the University of Texas Health Science Center at Houston facilitates the entry of a greater number of minorities into health professional schools. The SEP Program provides a realistic perspective of a medical/dental education; gives minority students practical experience in the fields; increases their knowledge in the basic sciences; enhances students' organizational and study skills as well as their performance in taking objective tests, and enhances their chances of success in the application and admission process to medical or dental school.

Since the inception of the program in 1978, 1,167 individuals have applied for enrollment in the eight week program. One hundred and thirty-five individuals have

participated in the SEP Program. Of the 135, 43% were Black, 53% Mexican-American and 4% were other.

Since the beginning of the program, 80% of the participants have applied to medical or dental school while sixty-seven percent have enrolled. Forty-four percent of these students were accepted by the University of Texas Health Science Center at Houston and 25% matriculated. As of this date, 20% of the students enrolled in medical or dental school have successfully completed their program of study while 20% are currently enrolled.

The Role of the Academic Library and Faculty in the Retention of Black Students in Higher Education

Mary L. Smalls, South Carolina State College, SC

#095

The purpose and role of the academic library should link with the faculty and institution in the pursuit of performance, achievement, and retention of Black students in higher education. This linkage can be explored through avenues such as outreach programs, classroom preparation, and instruction sessions. These programs should guide students from point of contact through their years of study.

The programs and services of the library can provide a diverse and personalized approach to meeting differences in information processing capabilities and ability levels of students that faculty face in the classroom. Librarians can support faculty in developing a competent and qualitative knowledge base of information for students to become independent, self-directed, and lifelong learners.

In an effort to retain Black students and attract others, librarians and faculty must develop an active partnerhsip that will enhance students' learning skills and abilities. Foremost is the necessity to understand Black culture and how it relates to the way students identify, evaluate, interpret, digest, and use information. An understanding of the how and why will translate into identifying the information-seeking behavior characteristics students use to satisfy their educational, personal, and recreational information needs.

Secondly, use of the library must be heavily integrated and extensively applied throughout the curriculum. A campus-wide commitment must focus on designing programs tailored to meet individual needs and abilities. Information teams of librarians and faculty are essential to effective retention strategies. Innovative programs are needed to encourage students and give them confidence to master and achieve academic skills.

A Descriptive Analysis of the Structural Components of Summer Programs for Improving Minority Freshmen Student Retention at Predominantly White Universities

Howard J. Miller, Minority Affairs, SUNY Health Science Center, NY

#098

A telephone survey of 20 predominantly white universities was conducted over the 1987 Summer. Fifty percent (n=10) of the universities operated summer programs which focused on improving minority student retention, and the other half (n=10) did not. Research findings are reported on the similarities and differences in the structural components of the two categories of programs operated by these universities, with particular emphasis placed on such components as the program's background traits, student focus, program goals, and program design.

Minority Student Retention in a College of Nursing

Barbara A. Haynes, University of Illinois, IL

#099

The retention of ethnic minority students in colleges and universities is a problem of long standing. Faculty, academic skills counselors and administrators have been seeking ways to decrease attrition in health professions colleges. As the number of minority students being admitted to college decreases, the importance of improving and increasing retention becomes even more vital. A retention model has been developed for use in a college of nursing at a large urban predominantly white midwestern university.

The Urban Health Program is a minority recruitment and retention program that is implemented in each health profession school. The College of Nursing retention model includes:

(1) Early identification of and contact with newly admitted minority students by Urban Health Program staff;
(2) Special orientation/advising meetings between new students, returning students, Academic Skills Counselor, Urban Health Program staff and peer tutors prior to matriculation;
(3) Diagnostic testing by Academic Skills Counselor on an individual voluntary basis;
(4) Use of peer tutoring and supplemental instruction;
(5) Informal group meetings of students and Urban Health staff prior to mid-term exams and throughout the year;
(6) Monitoring academic progress of minority students by talking with them, their teachers and the peer tutors.

REAP: A Retention Program for Non-Traditional Students in a Predominantly White College of Nursing

Peter M. Wachs, University of Tennessee, TN
Muriel C. Rice, University of Tennessee, TN

#100

The primary objective of the Retention Enrichment Activities Program (REAP) is to increase the number of students in the University of Tennessee, Memphis College of Nursing who come from populations which are not traditionally well-represented in the nursing profession. The program has three main components:

1. A two-week long career development program for high school students and college freshmen which includes career related experiences and observation opportunities combined with analytical/study skill development and self awareness seminars.

2. A six-week prematriculation enrichment program for accepted students in which participants receive partial credit for coursework required in the first academic term. In addition, students participate in self-awareness seminars and receive a thorough orientation to the campus. Participants in the program have shown a higher mean GPA in their first quarter than comparison groups from the same and previous classes.

3. An ongoing comprehensive academic support program which includes tutoring, academic skill development, personal and academic counseling and monthly stipends. The response to the tutorial and counseling assistance is steadily growing and all of the students who have received stipends have remained in the College of Nursing fulltime.

The program will be a presentation of the content and rationale for the REAP activities plus suggestions for offering similar programs.

Data and Implications accumulated on Retention Strategies for Minority Students Interested in Higher Education Initiatives

James C. Hogan, University of Connecticut Health Center, CT
John Brittain, University of Connecticut, CT
Rosie Noble, University of Connecticut, CT
H. Fred Simon, University of Connecticut, CT

#101

The gap between minorities and non-minorities as recipients of post secondary school degrees continues to exist despite previous gains in enrollment of minority students in institutions of higher learning. Existing trends on attrition, especially at predominantly white institutions, indicate that the gap will expand further unless special

retention efforts are launched to catapult increasing numbers of minority students into college and university graduation lines. It is reasonably clear that there is need for a reexamination and/or evaluation of retention strategies already employed and thereby determine the efficiency and effectiveness of such programs. This is an absolute imperative pending the establishment of new initiatives on minority student retention. Presently summer enrichment programs are used extensively as mechanisms to enhance minority student retention. These 6-8 week bridge programs are intended to fortify retention while also serving to motivate and recruit minority students to specific professions in higher education. Summary data on how successful such programs have been as recruitment and retention strategies have not been accumulated and organized appropriately. Directors of four (4) summer enrichment programs will provide comprehensive, long term data on successes and failures of their programs and implications on the value of such programs as reliable recruitment and retention strategies for minorities interested in pursuing careers in higher education.

The Fenway Retention Consortium: A Model Program
Bard R. Hamlen, Simmons College, MA
#102

The Fenway Retention Consortium, with Simmons College as lead institution, is a group of 17 Boston postsecondary institutions and 7 Boston Public Schools whose joint goal is the increase of enrollment and retention of Boston Public School graduates (the majority of whom are minorities) on area postsecondary campuses. The Consortium is supported by the Jessie B. Cox Charitable Trust.

The Consortium is one of the initiatives growing out of the University Agreement, a reciprocal agreement signed in 1983 between 23 Boston area college presidents and the Boston Public Schools. Other goals of the Consortium include dissemination of hopeful minority retention strategies, sharing of resources, and institutional change which fosters retention on member campuses.

The presentation will describe the planning, program implementation, progress-to-date, research findings and evaluation of this project. The presentation is aimed at other practitioners who might wish to pursue a Consortium approach to addressing Black student retention. The Consortium supports the first longitudinal study of the postsecondary retention of Boston Public School graduates. Research challenges, methodology and findings will be shared.

The Consortium has sponsored conferences highlighting both hopeful local practices and national models. The Consortium supports joint training, a resource collection, and publishes a newsletter. By supporting joint retention goals, the Consortium attempts to support individual institutional change which fosters minority retention. Program and organizational issues will be discussed.

The accumulated experience and research efforts of Consortium member institutions provide an interesting perspective on minority retention issues for urban youth. Further, through college/school pairings dating from The First District Court Desegregation order in 1974, Consortium practitioners and the Director have extensive experience in school/college collaboration and are in a unique position to understand the particular transition from secondary to postsecondary education experienced by urban minority students. Efforts to provide programs to ease the transition across those levels are of interest also.

Recruiting and Retaining the Black Student: Do We Meet Their Needs and Can We Handle the Diversity?

Joann Credle, Indiana University of Pennsylvania, PA

#103

The purpose of this paper is to enhance the knowledge of potential advisors and other professionals working with black students by providing the former with a recruitment and retention model. The recruitment and retention model will be discussed in relationship to building rapport between advisors and black students. The issue of increasing admission standards for black students will be addressed, and participants will be assisted in identifying how effectively their institution is serving black students.

According to Willie and McCord (1972) one issue in advising black students is their basic distrust of advisors, and professional workers must be cognizant of the fact that rapport must be established before other efforts are made to assist black students. An institution which develops a reputation in black communities as one which provides little more than financial support to black students will soon have difficulty in recruiting qualified black students.

The recruitment and retention model in this paper is based on a recruitment and retention plan developed by Varhely and Applewhite-Lozano (1985) and on advising programs developed by O'Baron (1982), Thomas and Chickering (1984), and Crockett (1982). Although the authors mentioned above were addressing the needs of all students, there are components of their work that seem practicularly appropriate for addressing the needs of black students. Participants will be asked to examine and critique the proposed model and encouraged to brainstorm about how this model could be adapted for their institution.

Becoming a Master Student: An Opportunity for the Students You Teach

Evelyn A. Kelly, College Survival, Inc., SD

#106

This presentation will focus on two of the Power Processes from the textbook, Becoming a Master Student by David B. Ellis. This textbook is being used in classrooms on more than 1000 college campuses in freshman orientation and similar classes. It is a resource for new college students and a comprehensive collection of tools, techniques, hints, ideas, instructions, examples, methods, procedures, processes, skills, resources and suggestions that help in adjusting to and succeeding in school.

It is time for minority students to know that they create their own experiences. Knowing that "you" get to choose your reaction and response to the circumstances that can shape your life is powerful. Students can learn to use that power as an effective tool to handle classroom as well as life situations to become successful.

Becoming a Master Student is a tool that can aid in the interaction between students and teachers and can make a difference in the lives of black students as they become the "master student" that is inside each of them.

Developing a Model for Black Student Retention: A Challenge for Title III

Rose M. Yates, Title III Coordinator, Oakwood College, AL

#109

The enrollment trends in colleges and universities are on the decline and the dropout rate continues to grow in spite of many interventions, i.e., remedial courses, academic advising, etc. Further, "the number of high school graduates will continue to decline well into the 1990s" (Smith, 1986). These and other issues are critical for Historically Black Colleges and Universities (HBCUs) that are already troubled with limited resources.

The proposed study on student retention presents the Title III Program of the Higher Education Act of 1965, as amended, as a critical integer in the institution-wide retention model. The Title III Programs at HBCUs have had a fundamental role in upgrading and strengthening these institutions in the areas of student services, faculty and academic development, and general administration. Specific activities funded in these areas include remedial/developmental programs and learning resource centers to get students more involved in their own education. Turnbull (1986) stated that anything that increases student involvement or student commitment also increases retention.

This paper offers a conceptual framework based on the assumption that retention will improve as student involvement increases. Also, the model will be enhanced with data on a select group of southern regional HBCUs that had Title III programs funded in 1982-87. The author will outline and discuss strategies used in these institutions through Title III to impact student retention.

Black Students on White Campuses: Issues and Concerns

Seymour Bryson, Dean, College of Human Resources, Southern Illinois University, IL

#110

Many predominantly white institutions demonstrated their compliance to the Civil Rights Act of 1964 and Title VI by opening their doors to large and increasing numbers of black and other minority students. Now more than 20 years later, the goal of effectively recruiting and retaining minority individuals in American higher education remains--its presence is a complex mystery to concerned administrators at a number of institutions.

Many universities are currently experiencing decreases in minority student enrollment and retention. Is it possible that policies promoted and procedures used by university administrators have outlived their usefulness? Or is it possible that, over time, the situation has become so complex that administrators are overlooking issues that the minority student finds relevant to his/her decision to attend and remain at a selected institution? Research has highlighted the small numbers of black faculty and staff members as a major factor in these decisions.

These questions and other concerns prompted black staff members at a large Midwestern university to conduct a systematic investigation of black students, faculty and staff members to determine how they perceive the impact of various factors on black student recruitment and retention. Questionnaires which solicited a wide range of information were administered to approximately 200 black students, and 40 black faculty and staff members. The questionnaire was intended to explore individuals' perceptions of specific phenomena that exist in predominantly white university settings.

The study focuses on racial discrimination that black students, faculty and staff members are still facing in higher education. The results of the study identify points where discrimination and segregation practices effected the academic and social processes and the recruitment and retention of undergraduate black students and effected the professional development and retention of black faculty members.

Relationships: Linkages as a Retention Strategy

Dorothy C. Hardy, Associate Dean, Admissions and Records, Southeast Missouri State University, MO

#114

These cost-effective steps, initiated by a Student Services Administrator at Southeast Missouri State University, have developed campus-wide linkage with academic departments, thus improving relationships. The benefits are important for forming a coalition to curb the problem of black student retention.

Black Student Retention: Integrating Philosophy and Science Into Pragmatic Applications

Hymon T. Johnson, University of California, CA

#115

No education is complete which does not take into account the need to approach human development from the point of view that we all are three-fold beings-body, mind and spirit--who are integral parts of the objective and relative conditions under which we live. Thus, building on an integrative system model which incorporates principles of interconnectedness, interdependence, and action and reaction, it is possible to draw a number of educationally significant conclusions which are pertinent to Black educational development and persistence.

The framework presented and discussed in this paper attempts to build a conscious appreciation for the variety and extent of forces which influence the character, will power, and affective well-being of Black students, and thus their foundation for meeting the intellectual and social-psychological challenges of persisting in higher education. The educational technique must recognize that substantive change in the collective condition of Black students can only result from experiences designed to provide increased spiritual and mental strength, better and more consistent focus, and greater self-awareness and discipline.

A summary of the principles and values underlying this approach and examples of self-empowering experiences will be provided--indicating that true education is an inside-out process and that it is not only for making a living, but that it is for living and life itself.

To Identify Affective Personality Characteristics Associated with Academic Achievement, Incidences of Attrition, and Probationary Status among Freshman College Students

Helen Brantley, South Carolina State College, SC
Mary Chambers, South Carolina State College, SC
Donald Small, South Carolina State College, SC

#116

The study was designed to identify salient affective personality characteristics associated with academic

achievement, and incidences of attrition, and probationary status among freshman college students. The dominant guiding assumption of the study was that a host of affective qualities of freshman students may enhance or impair academic performance and, accordingly, contribute significantly to attrition rate, and probationary status. The sample for the study consisted of just over 500 freshme students selected randomly from the roster of freshmen initially enrolled during the 1985 and 1986 fall semesters at a Historically Black College in South Carolina. The **Edwards Personal Preference Schedule**, measuring 15 factors of personality, was administered by the college counseling office under the Freshman Orientation Program. Attrition, probationary status, and GPA data for the group were obtained from the Office of Admissions and Records at the college.

The study sought the answer to the following problem questions:

1. What personality characteristics are associated significantly with college grade point average (GPA), attrition rate, and probationary status among college freshmen?

2. What combination of personality characteristics best predicts college grade point average (GPA) attrition rate, and probationary status among college freshmen?

Addressing Black Student Retention: Mentors Offering Direction, Encouragement, and Leadership Strategies Toward Success

Frank E. Dobson, Wright State University
Yolanda B. Brooks, Wright State University

#117

This presentation will focus on the mentoring program MODELS Toward Success. This program, centered in the Bolinga (Minority) Cultural Resources Center, is also supported by the office of the Vice President for Academic Affairs and the Vice President for Student Affairs. The aim of the program is to facilitate the adjustment of minority first-year students to the campus community and facilitate their retention and graduation. During the presentation, the significant components of the program will be highlighted: the methods of academic monitoring and intervention, cultural exposure and enrichment, personal and professional development and data collection. Problems within the program as well as strategies for improvement will be addressed. Recognizing the magnitude of the issues relating to black student recruitment, retention and graduation, this program has demonstrated in one year how many problems of freshmen can be remedied or even prevented with early intervention and continued support.

Blacks in Social Sciences Association and Summer Academic Enrichment Program: Support Models for Minority Students at University of California

Christina Rivers, Academic Counselor, University of California-Irvine, CA

#118

The Irvine campus of the University of California is a mid-size predominantly white institution. Its Black undergraduate population is approximately 3% of the total undergraduate population. Such a small body of Black students makes it difficult for these students to feel as though they are an integral part of the campus. The Blacks in Social Sciences Association (BSSA) is an effort by the School of Social Sciences to address the needs and concerns of its Black students and, ultimately, to retain these students. The BSSA will be discussed in terms of its effect as a support group and provider of role models for UCI's Black majors in the Social Sciences. An overview will be given of the BSSA's goals, achievements, and short term effects on retention.

The Summer Academic Enrichment Program (SAEP) is a six week summer residential program designed to help affirmative action students with a minimum GPA of 2.8 to become outstanding students. The session involves intermediate statistics and statistical computing along with a course in analytical thinking, reading, and writing. Participants earn a total of 10 units, and the program is offered at no cost to the student: enrollment fees, room, and board are covered by the School of Social Sciences. Participants are found to have achieved considerable academic success after completion of the program, and many have been accepted to nationally esteemed graduate programs. A statistical analysis of the program will also be reviewed.

Social Welfare Needs of Black Students as Factors in Retention

Barbara W. Emerson, Queens College, NY

#119

This study examines the relationship between non-educational problems and academic performance. The Ecological Perspective common to Social Work and Student Personnel Work theory is the framework of the research. The hypothesis is that the presence of unmet social welfare needs decreases retention/achievement. Needs are identified in five social welfare areas: health, housing, employment, social services and income maintenance. Correlation analysis is employed to explore the relationship between problems in these areas and retention/achievement variables. The sample consists of 82 educationally and economically disadvantaged students retained through the fourth semester at the leading urban, public university in the nation. Survey methodology was used to investigate perceived and normative needs of sub-

jects enrolled in the Search for Education, Evaluation and Knowledge Program (SEEK) - a twenty year old educational opportunity program authorized and funded by the New York State Legislature.

While other retention studies take as their starting points the background variables that the student brings to college (high school average, basic skills achievement); the fit between the student and the institution; or non-cognitive variables, this study is an innovative attempt to look at non-academic needs of students as those needs and their lack of fulfillment impinge on performance and persistence.

Recruiting Black Students for the Teaching Profession

J. Don Arrington, Indiana/Purdue University, IN

#120

The purpose of the research is to determine why so few Black students are majoring in education and entering the teaching profession. The research focuses on interviews with university administrators, faculty, staff and students; interviews with public school administrators, faculty and students; and interviews with community and religious leaders. The interviews will be analyzed to gain specific information used to communicate this issue to the Indianapolis community and most especially to alert the community and university leaders of this crisis and the impact it will have on schools of the future.

Statewide Retention Efforts in Kentucky

Lucinda H. Spangler, Kentucky Council on Higher Education, KY

Roy P. Peterson, Kentucky Council on Higher Education, KY

#121

Statewide retention efforts in Kentucky have recently taken on new emphasis. The Council, in cooperation with the eight public universities, has developed a series of activities and studies to assist in reducing retention problems and in enhancing the college-going rate. These activities and studies fall into three general categories: 1) appropriations and activities related to current college students that assist in academic and social adjustments (study tables, role models, mentoring, course enhancements and advisement studies); 2) appropriations and specific programs to assist in addressing anticipated retention problems (retention studies, high school and college counselor workshops, pre-college curriculum advisement and studies); and 3) specific programs designed to enhance early consideration of college as a viable option (Forward in the Fifth, PEPP, Governor's Program).

The Council believes that these efforts will have long-range, positive influences on retention while increasing the number of students who successfully matriculate in Kentucky's colleges and universities.

#122 Abstract Not Available

An Analysis of Characteristics influencing the Withdrawal of Academically Eligible Black Students in a Predominantly Black University: 1981-1984

Ernest L. Pickens, Assistant Dean, Morgan State University, MD

#123

The purpose of this study was to (1) find out why academically eligible students withdraw from a predominantly black university and (2) to determine whether there were any significant differences among their reasons given for withdrawal. The population consisted of 624 students who processed withdrawals through the Center for Counseling and Academic Advising at the University during the 1981-83 academic years.

The subjects used in the study were those full-time, academically eligible students who withdrew from Morgan State University. They represent a consistent population both in range of admission criteria presented at the time of admission and in adherence to undergraduate admissions requirements which have not undergone extreme changes in recent years.

The results of the data analyses related to two research questions. All data were analyzed by the Chi-Square Statistic. The findings of this research prescribe the general conclusion that these academically eligible students withdrew for problems which can be classified under one of five categorized groups of reasons; and that there are significant differences between reasons given for withdrawal.

Time of Registration and Academic Performance of Grambling State University students: An Empirical Investigation

Tewelde B. Zerom, Grambling State University, LA
Harold W. Lundy, Grambling State University, LA

#126

The rather high incidence of a significant segment of the student population matriculating in many Historically Black Colleges and Universities being on probationary status, or worse, being on suspension, is a policy area which of late is of prominent concern to black educators and policy - and decision-makers. Addressing this policy problem within the context of a systematic mode of inquiry and with the objective of developing possible remedial solutions is thus in order. A two-sample test is performed and the testable statistical hypothesis are:

$$H_o : U_1 - U_2 = 0$$

$$H_a : U_1 - U_2 = 0$$

where,

H_o = null hypothesis

H_a = alternative hypothesis

U_1 = hypothesized mean GPA of late registered students

U_2 = hypothesized mean GPA of students who registered on time

Impact of Education Reform on Children at Risk

Ramon H. MacFarlane, Representative, Human and Civil Rights Division, National Education Association, DC

#127

Our purpose in presenting this paper is to look at what has happened and is happening as educational agencies at the local, state and national level launch a variety of education reform initiatives designed (purportedly) to prepare public school populations in meeting the challenges of the future and the risks of the present. The Nation at Risk report has warned that action to save our public schools is imperative and that a "rising tide of mediocrity" is engulfing our nation's public schools and that it is the "nation's youth who are most at risk." The National Council on Excellence in Education describes those most at risk as "key groups of students, such as the gifted and talented, the socioeconomically disadvantaged, minority students, and the handicapped." In looking at the many reports that have surfaced in response to the Commission's report, we find little to support the statement advanced by that report that equity and excellence ought to be joint goals of school reform. Rather, it seems that many initiatives being implemented by school districts, state legislatures, or even state departments of education, are conspicuously devoid of any measures that remotely address equity on an equal par with excellence. It is the concern of the National Education Association that the process of pursuing excellence, equity and/or equitable treatment of these "key groups of students" be as true in practice as it is in theory.

Personality Type and Student Retention at a Historically Black University

Louise V. Burroughs, Lincoln University, PA

#128

This report describes the relationship between personality type as measured by the Myers-Briggs Type Indicator (MBTI) and student retention, academic performance, and choice of a major at a historically black university.

This study (1) compares the type profiles of the freshman cohorts, 1983 through 1986, with their respective freshman to sophomore retention patterns, (2) examines type and first term GPA, and (3) compares the type profile of the 1983 cohort with choice of a major, GPA, SAT scores, terms on probation, terms enrolled, and persistence to graduation in four years.

The MBTI profile of the research sample is different from that of a traditional liberal arts student body. It is noteworthy that three-fourths of the students in this study (N=844) prefer concrete rather than abstract thinking. Since type is related to academic aptitude, achievement, and interests, the profile of a given body of students is important to faculty and staff who wish to understand and serve the needs of students. The degree to which we can respond to this information will be reflected in our impact upon student retention.

The findings of this study have broad applicability at universities in the areas of academic advising, career counseling, tutorial services, teaching methods, personal and interpersonal counseling, group dynamics, and residential life programming.

Retention Programs for Minority Athletes

Korla T. Woods, University of Utah, UT

#129 My presentation will be based on the University of Utah's attempt to remedy some of the atrocities that plague minority atheletes in inter-collegiate sports. During the Summer of 1985 we begain our Athletic-Academic Workshops. This program was conceived by myself and two colleagues to address the problem of academic deficiencies among minority athletes. Our mission was to set up a program that would aid the student-athlete in adjusting to the University of Utah, the State of Utah, and to help them achieve academic success. The workshop is offered to incoming freshmen and junior college transfer football players. The program is divided into seven sections taught by University faculty and staff. The sections are:

1. Academic Expectations
2. Library Skills
3. Adjusting to the New Environment
4. Communication Skills
5. Time Management & Study Skills
6. Career Guidance
7. Drug Awareness

A State Supported Retention Program for Black Male Students at a Predominantly White Community College

Mary L. Brown, Project Coordinator, College Success Program, Prince George's Community College, MD

#130 Thanks to a grant from the Maryland State Board of Higher Education, Prince George's Community College (a

college of 23,000 full and part-time students, 38% Black, located about eight miles northeast of Washington, DC) has mounted a year long retention project aimed at helping the first-time, full-time Black male student achieve his academic and career goals. This student population was shown to have the highest attrition rate at PGCC. The program adopts a "holistic approach" to minority student retention which is exemplified in its objective "to improve the minority student's adaptation to the predominantly white campus environment." To implement this objective, students participate in skills workshops, role model sessions, trips to businesses, cultural events and are assigned a mentor. Because the institution recognizes retention as more than a student issue; a faculty and staff cultural awareness component is included in the program. Faculty participate in workshops and seminars focusing on the learning styles of minority students and multicultural communications in the classroom. The aging, predominantly white faculty are presented with information on new and alternate methodologies and teaching techniques to use in their classroom.

Mentoring and Kinship Theory - A Winning Combination for Black Students on Predominantly White Campuses

Arnold T. Hence, Middlesex County College, NJ
Fannie Gordon, Middlesex County College, NJ

#131

The practice of mentoring is becoming very common in higher education as a way to address the attrition problems experienced by many colleges and universities. For most African-American students, mentoring can be quite effective on an individual basis. When coupled with the understanding and effective utilization of kinship theory, however, the collective environment can begin to improve for African-American students on predominantly white campuses. This session will discuss the connection between mentoring and kinship theory and how they are utilized to increase retention of African-American students on one predominantly white campus.

#134 Abstract Not Available

Career Motivation and Life Long Learning Skills-Keys to Retention in Junior College Career Programs

Carol S. Kyser, Counselor, Nursing Education, S. D. Bishop State Junior College
Linda Shepherd, Nursing Education, S.D. Bishop State Junior College

#135

Nursing Special Project Improving Career Mobility (NSP) creates an environment in which motivation is fostered through the development of competencies required for successful functioning in the life roles of: learner,

consumer, wage-earner, citizen, and family member. The challenges of retention of minorities in academic and in the work/life arena are met through developing congruence between these areas. At Bishop State Junior College our student population includes 59% working adults who are re-entering an educational environment for the first time in several years. Through the Nursing Special Project design, students are assisted in meeting admissions requirements for the Nursing program; students experiencing academic and personal problems are assisted through individualized and group counseling; and follow-up is provided to graduates of the Nursing program who are experiencing difficulty in passing the National Council Licensure Examination for Registered Nurses. A Counseling/Testing program has found that nursing applicants and students have academic skills deficits in reading, with a mean reading grade equivalent level of 10.8% and a low average study skills score in the areas of organization, techniques, and motivation of study. As learners, 87% are Sensors (based on the Myers-Briggs Type Indicator) preferring to learn through their five senses; using step by step approaches, attending to concrete facts and details, confining attention to what is said and done, and using observation and practice to learn.

Peer Counselors vs Peer Tutors

Lisa Brown, Coordinator, Peer Counseling Program,
University of Akron, OH

#136

The loss in the retention of Black students at institutions of higher education (colleges/universities) has not gone unnoticed and has created an alarm of concern. According to the annual report issued last fall by the American Council of Education, Black enrollment declined fully 11.9 percent at graduate and undergraduate professional schools between 1980-1984. This is alarming, considering that the number of Black high school graduates was on the rise during this period.

Here at The University of Akron we have instituted a system to combat the problems of assimilation and acclimation that many Black students encounter at predominantly White institutions--through Peer Counseling. In the Peer Counseling Program, an upper-class student who has displayed leadership qualities, academic excellence and a concern for the retention of Black students, is matched or "mentored" with a new, incoming freshman student. The Peer Counselor's role is to act as a director to the new student. They expose and lead the students to the resources available to them at the University, which helps to insure their success as a new student. The Peer Counselor is not a tutor but, more importantly, a friend. Providing new students with these "resourceful friends" helps us to insure the successful matriculation.

Enhancing Educational Opportunity for the Differently Advantaged: Retention of Minority Adults

William E. Anderson, Director, Minority Services Program, Metropolitan State University, MN

#137

Access to postsecondary educational opportunities for Black and other minority young people has long been a concern of parents, educators, community and corporate leadership and elected officials. However, the decade of the 80's has thus far been one of disappointment for many Black Americans. We have witnessed the erosion of much of the progress that had been made in the two previous decades. Not only has the participation rates for black students decreased, attrition of black and other minority students is approaching all time highs.

In October 1981, Metropolitan State University established the Miority Services Program as part of its institutional response to a growing body of evidence which indicates that even in the last quarter of the twentieth century, ethnic minorities of color continue to be, as a group, those least prepared to participate in this country's opportunities. The program at Metro State is designed to identify and address the unmet educational, and corresponding supportive service needs of minority adults residing in the Twin Cities (Minneapolis/St. Paul) metropolitan area. These adult learners may have participated in postsecondary education in the past, but have been unsuccessful in completing a baccalaur ate degree program in traditional institutions.

The paper will discuss the process of institutionalizing the services without dilluting the services and/or the identity of a focused effort to attract, retain and enhance the postsecondary experience of Black adult learners as they pursue the baccalaureate, and hopefully, graduate and professional degrees.

The New Jersey Plan for Black Student Retention in Higher Education through the Educational Opportunity Fund Program

Kwaku Armah, New Jersey Department of Higher Education
Bobbie Perdue, Rutgers, The State University of New Jersey, College of Nursing, NJ

#138

The purpose of this presentation is to share the results of the comprehensive Educational Opportunity Fund (EOF) state program which has evolved into a national comprehensive model for recruiting, remediating, retaining and graduating Black students in higher education. The co-presenters will demonstrate how research findings can be used to increase resources for Black student retention programs on a statewide basis. Finally, examples of ways to adapt statewide models to a solo college program will be discussed.

EOF maintains programs on 54 campuses throughout New Jersey. Current funding policies require the allocation of funds to be based on performance criteria which takes into account ethnicity, place of residence, type of high school attended and incomes of household. Institutional recruitment and retention intiatives are also judged for their effectiveness in providing access to Black and Hispanic students. As part of the New Jersey State Master Plan for Higher Education, public institutions are required to enroll 10% of EOF students as part of their entering Fall first-time freshman class. The EOF Board monitors this requirement annually.

Towards a Model for Minority Retention

Melvin Davis, Human Resource Services, Inc, NJ

#139

While a Fellow with the Educational Testing Service, Princeton, New Jersey, the author conducted a comparative analysis of 27 predominantly black and white independent colleges. Variables of interest included perception of presidents' leadership styles, financial ratios, organizational climate, goals discrepancy, leadership identity, and characteristics of governing boards. The sample consisted of 272 faculty members, 120 administrators, 143 governing board members, and 2096 junior and senior level students.

Given the findings of the ETS sponsored study, the author formulated a model for minority retention. This model includes institutional climate, fiscal viability, presidential leaderhip, and governing boards. The interaction between these components of the model significantly influences student retention. Furthermore, these components determine the capacity of the institution to survive or remain viable.

Presentation of the model will include a summary of findings and a discussion of recommendations. The presentation should be beneficial to those interested in minority retention because it will use results from a comparative study involving over 2,000 persons to formulate a model of student retention. Also, the presentation will present a perspective of predominantly black independent colleges which is both inspiring and challenging as we consider the future of black institutions.

Can the University's Attention Increase Retention: Acknowledging the Hidden Agenda

Farrell J. Webb, New York University, NY

#140

Why are so many Black students leaving institutions of higher education at a time when a college degree is essential to any significant increase in minority economic status? Smith and Welch suggest that Blacks are leaving

college because the advantages for them are not as beneficial as they are for Whites. But what if the retention problem really lies within the hidden agenda of the University itself, and the misperception of the Black students in attendance?

This paper examines the structural problems of the American university system as they undermine Black student retention. It draws upon Berger and Luckman's theory of "reality

construction" to expose Black students' misperceptions of the academy and the myths about what it can do for them. The author will then show how minority student attrition is really an outgrowth of other problems plaguing contemporary American education.

The author suggests a dual plan of action that the University and Black students can use to increase the minority retention rate. The first step involves the development of more open, personal approach to students on the part of the University. The second step involves the development of a more professional attitude on the part of Black students.

Project BEST (Black Educational Specialist Training)

Faye Macklin, Project Director, Department Special Education and Habilitative Services, University of New Orleans, LA

#141

The purpose of Project BEST (Black Educational Specialist Training) is to prepare black personnel for special education services at three levels of preparation: bachelor's level, master's level, and certification only personnel in the Greater New Orleans region. A need exists because of data indicating that approximately 55% of teachers who are black are not currently certified. The student population in special education in the New Orleans region is over 80% black.

Specifically this project will train 23 black personnel in Year 1, increasing to 27 in Year 2, and 31 by Year 3. The following summarizes the objectives of this project: 1) to assist in meeting the demands for qualified and certified black teachers of black handicapped student populations as determined by Louisiana Comprehensive System of Personnel Development (CSPD) and local school systems needs; 2) to recruit and train black students for undergraduate and graduate degree programs and certification only programs; and 3) to make an immediate and critical impact upon the quality of education received by black urban students.

An exemplary component of this project is the establishment of a mentorship program for all black students enrolled in the program. These mentors meet regularly with black students in the program. Issues related to academic counseling, professional direction and guidance is the focus of the sessions.

Office of Academic Support and Instructional Services (OASIS)

Alonzo Anderson, Assistant Director, Academic Support Services (OASIS), University of California, CA

Farrell J. Foreman, Coordinator, Scholars' Writing Workshop, University of California, CA

#142

OASIS is a cluster of services which together constitute the university's academic support program. It has the campus-wide mission of promoting the retention of all students through programs that help develop independent learners. Within this large mission, OASIS has a special interest in SAA students. This particular interest is implemented mainly through the Summer Bridge and the Academic Success Program. They are at the center of the department's SAA retention efforts. The Summer Bridge is a four-week residential program which provides an early opportunity for entering SAA freshmen to gain confidence in their ability to meet the new academic, personal, and social challenges which await them at UCSD. This year's Summer Bridge will take place August 14 through September 12. The program which has prepared entering SAA students for the academic rigors of UCSD since 1978, has grown from an original enrollment of 29 students to an expected 1987 enrollment of 200 students. Each year the program is evaluated and modified where appropriate, to meet more effectively the needs of its student body. This presentation will provide you with an opportunity to learn and ask questions about the curriculum, academic support, and residential programs offered through the Summer Bridge Program. You will also learn how Summer Bridge extends into the academic year through the activities of the Academic Success Program.

Erie Community College-Empire State College Transitional Program

Imani Lillie B. Fryar, Empire State College, NY

#143

This program prepares minority students for success transferring from a junior college to a senior non-traditional college, implementing a specific control of an articulation agreement between two institutions. This articulation agreement guarantees transfer credit within comparable disciplines. This control was targeted because of the under-representation and low retention-rate of minority students. Empire State College uses one-to-one contact with faculty, offers college credit for experiential learning and is part of the State University of New York system, making it financially assessible.

Workshops in college survival skills such as Time Management, English Composition, Research Skills or other areas deemed necessary by the student are provided while the student is in his/her final semester in the junior college and may be continued until the student is ready to enter the senior college. The student has access to a minority faculty advisor from the senior college on site at the junior college. The program began in November of 1986 and while it is premature to assess, student response has been encouraging (10 students enrolled).

A Blueprint for Action: Improving Student Retention Through Institutional Commitment

Delores B. Stamps, Director, Academic Skills Center/
Assistant Professor of Administration, Curriculum and Instruction, MS

#145

The presentation will discuss an institution's blueprint, i.e., model for improved student retention and performance. Recently implemented, this comprehensive model illustrates the institution's strong commitment to retaining, educating and graduating its students--many of whom are high risk and/or first generation college.

At the institution the model is referred to as University College (UVC). It is an undergraduate unit which serves as a portal of entry for all incoming freshman as well as for transfer students who are not yet eligible to enter a degree granting department of their choice. Moreover, this unit seeks to provide comprehensive services and resources designed to improve student performance and retention. Specifically, it 1) provides an on-going program of assessment, placement, instruction, evaluation and guidance that prepares students for successful collegiate matriculation; 2) administers the core courses required of all freshman students and 3) provides a diversified program of support services designed to meet the unique needs of the student population.

During the presentation special emphasis will be placed on 1) the planning, development, implementation and administration of the unit; 2) the politics involved with the establishment of a lower division; 3) the areas of difficulties and/or concerns currently faced by the unit, and most importantly, 4) the potential benefits to the students and to the university.

Lincoln Adult Literacy Learners to Higher Educational

Vanessa J. Shannon, Adult Literacy Resource Institute
A Joint Program of Roxbury Community College and the University of Massachusetts at Boston, MA

#146

Adult illiteracy is one of the pressing problems in the United States. Today 1987, a "War On Illiteracy" is being

waged by the government asking for a concerted effort nationwide to help decrease illiteracy. The only hope many of these adults have is to enroll in basic education courses. They have decided not to be one of the sixty million adult Americans living in ignorance and poverty (Kozol, 1985).

Linking adult learners and higher education is crucial because helping a student earn a diploma will do little to improve his/her socio-economic status. These students need to be provided with financial aid and counseling about higher educational opportunities. For four years a consortium of eighteen colleges and universities has studied issues related to quality in non-traditional education. Some of the schools include: Antioch, DePaul, University of Massachusetts (Boston), among others. They generated criteria for higher education institutions to assess their ability to serve adult learners.

A recent study published by the College Board in 1985, titled "Equality and Excellence" reports on the education status of Blacks. Presently the college participation rates among Black and Hispanic college-aged youth peaked in the mid 1970's and have declined since. The total minority enrollment increased 21% from 1976 to 1984, nearly three times the rate of Whites. However, much of this increase occurred before 1980. From 1980 to 1984, Black enrollment declined.

The presentation will include a search of the literature on adult learners and higher education, and excerpts from video tapes I developed for use at basic education programs in boston. They include comments from Dr. Jenifer, the Chancellor of Massachusetts, discussions with college administrators, colleagues from the Adult Literacy Resource Institute, program staff, and adult learners.

Study Groups: A Counseling Strategy to Promote Academic Success

James E. Pope, York College, CUNY, NY
Ina Richards, York College, CUNY, NY

#147

There are many reasons for attrition in higher education, among which are economic, social and family 'problems. However, one of the main reasons can be linked to academic preparation, lack of knowledge of the demands of being a college student, as well as limited use of support services (tutoring and counseling). A structure is needed that will help students, especially academically underprepared ones improve their study habits and attitudes.

The structure devised was a study skills course conducted by two counselors during the Fall, 1986 semster. The course as designed examined some of the problems and causes of poor academic performance; developed support systems to help students gain useful insight into their role as students; developed coping strategies useful in overcoming academic difficulties; and developed an ongoing structured intervention to curtail poor academic performance.

The course as designed revealed several findings, foremost among them is the realization that academically underprepared students who are experiencing academic difficulties will not voluntarily avail themselves of support services. Students who were motivated benefitted from the course and continued to persist in subsequent semesters. The factor of motivation appears to be a key factor in any type of success and should be a central part of curriculum design.

A Career Development Program for Minority Student Retention

Dorothy Echols, Director, Cooperative Education, Ramapo College, NJ
Holly Stephens, Ramapo College, NJ

#148

The Chancellor of Higher Education for the State of New Jersey is very concerned about the steady reduction in minority students enrolling in state colleges and universities and about the retention of those who do matriculate. He has asked each state institution of higher education to prepare a recruitment and retention plan.

We believe a contributing factor in this retention problem is the failure of students to see a relationship between their academic studies and future life and career goals. The Career Planning and Placement Office which could help students form goals are rarely used by minority students and the Cooperative Education Office, which is directed by a minority female, still finds minority student use lower than desired. With a resulting lack of career knowledge, lack of professional role models, and exposure to realistic aspirations, students do not have the motivation and skills needed to academically prepare for realistic career expectations. Without the motivation of career direction, students remain reluctant to risk exposure of academic and social deficiences and to overcome distrust of preferred college services.

Ramapo College of New Jersey has successfully developed a minority career development program which has had a significant impact on the recruitment and retention of minority students. We designed a career counseling program utilizing the Office of the Educational Opportunity Program (EOP) and Cooperative Education. Program activities which would further career/life directedness in minority

sophomores and juniors in order to positively affect student motivation, academic performance, and retention were developed. The program consists of a 26 session, October to May schedule that includes computer exposure and heavy utilization of minority professionals as "mentors" to participating students.

Education Equity at CSU, Sacramento: Retention Model
Otis L. Scott, California State University, CA
#149
This panel presentation will introduce three program models currently in operation at California State University, Sacramento and intended to recruit and more importantly, to improve the persistence rates of Black students. Each program model is based on California State University and Colleges (CSUC) system wide models designed to attract Black, Hispanic, and Native American students and each represents a component of California State University, Sacramento's comprehensive Education Equity effort.

In existence since 1968, the Educational Opportunity Program is clearly the longest standing education equity effort at CSU, Sacramento. EOP has successfully implemented outreach and retention services for underrepresented, low-income, and disadvantaged students. The presentation will highlight those program features that have proved to be successful respecting recruiting and retaining Blacks and other underrepresented students.

The Summer Bridge Program, modeled after the CSUS systemwide Bridge program, offers students academic skills assessment, classroom instruction in mathematics, the language arts and learning skills. In addition, students are provided an orientation to the rigors and culture of the University. The Bridge program has been in existence for three years and has proved to be a successful early outreach model for first-time students and students transferring from a community college.

Developing a Community College Transfer Program for Allied Health Careers
Walter C. Levi, U.S. Public Health Service, DC
#150
This paper describes how a Federal program, community colleges and baccalaureate degree granting institutions can cooperate to facilitate the retention of Black and minority students in higher education. Another purpose of this arrangement is to recruit and increase the number of disadvantaged students in allied health careers. The Division of Disadvantaged Assistance is the focal point in the U.S. Public Health Service to remedy the imbalances for health services and health careers among the disadvantaged. Since the minority applicant pool in allied health careers

is dwindling for a variety of reasons, new sources and innovative programs are required to address this problem. Community Colleges have been particularly concerned about effective transfer programs, a problem addressed in the Ford Foundation's Urban Community College Transfer Opportunities Program Report. Administrators and faculty from allied health profession, baccalaureate degree granting institutions are also concerned about declining enrollments. Federal funding of grants, cooperative agreements, or contracts for a transfer model to demonstrate effective linkages would be worth replicating to address the expressed concerns of retention, recruitment, and increasing the numbers of minorities and the disadvantaged into allied health careers.

The Strategic Learning Systems Method: The Impact of Racism/Sexism/Elitism on Black Student Retention

A. Lee Johnson, Founder/President, Strategic Learning Systems Institute, NY

#152

Dedicated Black students and educators are surrounded by the stress of racism/sexism/elitism; overtly hostile racial incidents have increased on college campuses and in the community. While it is the African-American student and family who are educational "consumers", it is the characteristics of <u>African-American students</u>, rather than institutional environments, which are often examined to determine the cause for dropout. Through the Strategic Learning Systems (SLS) model we examine and invalidate aspects of the educational process which the student is rejecting and which <u>are rejecting the student</u>. Dropout/burnout rates for African-American students/educators are directly proportional to the levels of stress generated by educational environments--traditionally Black or traditionally white--that permit or do not intervene against racism/sexism/elitism in all forms. Two Special Workshop Sessions will introduce the SLS Method, utilized by African-American and other students/educators in the U.S. and abroad to increase awareness of the historically-specific, socioeconomically-generated matrix of unexamined, unaware belief systems which truncate the individual's power to affirmatively intervene in invalidating circumstances/racism/sexism/elitism--the Invalidating Paradigm. The SLS model will accomplish the following:

1. Reinterpret the effects/impact of the Invalidating Paradigm, particularly in educational environments
2. Demonstrate a method for transforming the Invalidating Paradigm into the Affirmative Paradigm--affirmative intervention, maximization of self-esteem, freedom, justice, equality, and dignity

3. Demonstrate how the individual "colludes" with invalidating environments, e.g., "The Self-Esteem Conspiracy", in which the individual "conspires" with invalidation by believing that she/he or her/his group is unattractive/unintelligent/powerless based on unaware, self-limiting frames of reference
4. Demonstrate that the results of collusion and the Self-Esteem Conspiracy in an invalidating educational environment are dropout and burnout
5. Demonstrate that transforming collusion and the Self-Esteem Conspiracy into affirmative intervention results in high rates of retention in affirmation educational environments.

#153 Abstract Not Available

Cluster 5 - A Model for Student Retention

Lenus Jack, Jr., Dillard University, New Orleans, LA
Marva Smith, Dillard University, New Orleans, LA

#154

Dillard University has organized clusters to facilitate learning, teaching, counseling and administrating freshman students. There are four Clusters. Cluster 3 is designed for pre-Nursing students. Students leaving Clusters 1, 2 and 4 after the freshman year may enter the Division of their choice, but Cluster 3 students must meet specific requirements for admission to the Division of Nursing. Cluster 5 has been devised to advise and retain those sophomore students from Cluster 3 who have not obtained admission to the Division of Nursing. Previous to the formulation of Cluster 5, pre-Nursing students were left to construct individual curricula and obtain advice from their freshman advisors. The majority of Cluster 5 students will be those with low grade point averages due to deficiencies in reading, writing and computation skills. A smaller number of students in cluster 5 will be those who failed to take a required course of the pre-Nursing test and should obtain admission to the Division of Nursing after one semester. Cluster 5 will utilize as an elective, the interdisciplinary course, Urban Studies 451-Scientific and Technological Research-to develop student proficiencies in reading, writing, analytical and computation skills.

It is hoped that deficiencies will be removed in students' sophomore year. It is further hoped that students will be accepted into the Divison of Nursing or a Division of their choice by the end of their sophomore year.

Georgetown University Law Center Tutorial Program

Everett Bellamy, Assistant Dean, DC

#155

For fifteen years, Georgetown has offered a tutorial program for first year students to address the special needs of those students who may encounter some academic difficulty in

the first year. Participation in the program is totally voluntary. Students are invited to join based on their undergraduate GPA and Law School Admissions Test (LSAT) scores. Although eligibility is not based on race, a substantial number of black students participate in the program.

Since each of the five first year sections at Georgetown is composed of approximately 125 students, our tutorial groups generally consist of about 12-15 students from each section. Each section has one head tutor who meets with the tutorial group for one and a half hours, once per week. Also available are one-on-one tutors for students who need help in specific subject areas. In addition, there is a special writing tutor who is available to evaluate the writing of students who are diagnosed as having a writing problem and to work with those students in correcting their writing deficiencies.

The primary focus of tutorial is the building or improving of skills necessary for successful legal study such as reading, briefing and distinguishing cases, legal analysis, notetaking, the use of outside resources, synthesizing bodies of material, exam preparation and exam-taking techniques. Very early in the first semester a diagnostic writing assignment is given to identify any basic writing problems. A syllabus is prepared for each semester so that the pace and materials covered in each section are relatively uniform.

During the second semester, the program concentrates on the three year-long courses--property, contracts and civil procedure. Students who did not perform well in the Fall are contacted and encouraged to attend tutorial in the Spring semester. There are review sessions for each of the study skills stressed first semester. Moreover, several sessions are devoted to synthesizing and outlining the year-long courses. Professors are invited to a second tutorial session and students are also given a practice final exam question.

Black Achievers Supporting Black Underachievers: A Benefit to Both Student Groups at a Majority White Campus

Louise M. Tomlinson, University of Georgia, GA

#156

At a majority white campus, a black honor society group provided tutorial services to a developmental studies group. Both groups benefitted from this activity. The honors group gained by:

a) providing a meaningful tutorial service to other members of their academic community, and
b) generating funds for their organization's expense account.

The developmental studies group gained by:

a) receiving helpful tutorial assistance, and

b) receiving the support of role-model peers.

This practice has contributed to the retention of black students on a majority white campus in several ways. First, it has provided a means of financial support to a student organization which usually operates on a limited budget in pursuit of vital activities and functions that are rewarding to the black achiever. Second, it has provided peer tutors for underachievers who may find more motivation in working with role models of their own ethnicity. Third, it has helped to break the barriers which separate two sub-groups that are also often isolated from the larger campus population.

Black Student Retention: A Five-Stage Model for Programs you Can Institute Next Year

Logan Hampton, Jr., Texas Christian University, TX
Chrystal N. Hunter, University of Connecticut, CT
Larri W. Mazon, Fairfield University, CT
Larry Williams, University of Connecticut, CT

#157

The purpose of this presentation is to highlight a comprehensive approach to Black student retention. The program is an overview of a five-stage model for collegiate success. Each panelist will present a program followed by a discussion of one of the following stages: precollegiate, admissions, orientation, matriculation and post-graduation.

The conferees will gain information on ways to plan and implement specific programs which will assist in the development of Black student retention initiatives.

Predicting Student Persistence in the Freshman Year at Norfolk State University

Joy L. Johnson, School of Social Work, Norfolk State University, VA

#158

In this original research study, survey data relative to student persistence at Norfolk State University are analyzed. Over 100 responses from a sample population of freshman orientation classes are evaluated in reference to issues including: Initial Attitudes Towards Attending College, Perceived Personal Abilities, Perceived Role Changes As A Result of College Attendance, Involvement with Institution, and Participation in the Academic Process. Demographic characteristics of the sample population will be identified, as well as indicators of potential dropout/stopout students and persisters. Factors indicating long-range success/lack of success in achieving academic goals are evaluated, and recommendations made on improving institutional effectiveness relative to supporting and

increasing student persistence after the freshman year. Participants are familiarized with a model and with preliminary data pertinent to predicting persistence of freshmen beyond the first academic year.

The Theoretical Significance of Cognitive Direction and Influencers on Black College Retention

Willie J. Wimberly, Department of Academic Skills, Hunter College (CUNY), NY

#159

This position paper will focus on the role of cognitive operations and how they relate to achievement and the retention of black college students.

The paper will analyze how cognitive abilities are directed and how influencers contribute to the use of these capacities. The premise underlying this position is that the disparity between intellectual achievement amongst blacks and whites is ostensibly the result of how we use and direct our capacities. The role of influencers will occupy a prominent position in the presentation.

It is the contention of the paper that historical and contemporary factors have served as negative impacts on black achievement. The description and the role of some of these influencers will be discussed and analyzed. Examples of influencers are impact of slavery and segregation from a historical point of view, the role of poverty, the impact of modern communication and media, and the relevance of the idolized black athlete or entertainer.

These influencers dictate the amount of cognitive energy that will be extended in order to strive for the mythical pot of gold at the end of the rainbow. Consequently, the inclination and energy to pursue traditional intellectual formalized pursuits are sharply curtailed or reduced. This fosters a number of conditions which inhibit the retention of black college students.

Networking for Personal and Professional Success

John Jones, Director, Office of Academic Assistance Programs/Assistant Professor, College of Education, University of Missouri, MO

LeVester Tubbs, Vice Chancellor for Student Affairs, University of Central Florida, FL

#160

In 1980 about 12.5% of the teaching force in the United States were minorities. Statistics indicate that by the year 2000, the percentage of minorities in the teaching force could almost be cut in half.

The popularity of the "good ole boys" network has been one which served as a gatekeeper to keep minorities out of jobs

in numerous industries. Therefore, "Networking for Personal and Professional Success" analyzes internal and external factors which impact on individual success.

"Networking for Personal and Professional Success" offers ways in which minorities can interact to: help one another, serve as mentors, gain power and solve problems common to our community and the society as a whole. Rewards of networking will also be discussed.

African Student Retention In Higher Education

Sherryl D. Weems, Associate Director, Educational Opportunity Center, University of Buffalo, NY

#161

This presentation represents a combined effort integrating three separate investigations, all of which focus on the retention of freshman African American students in higher education. These investigations focus on several aspects of the basic question: To what extent do factors defined as socio-political, curricular and organizational, impact the unsatisfactory level of African American freshman survival at four year State University of New York (SUNY) institutions? Those conditions and strategies which positively and/or negatively affect the retention of this population in higher education will be emphasized. Specifically, the experiences of freshmen students enrolled in SUNY Educational Opportunity Programs (EOPs) will be examined.

The major technique used to collect data for this presentation combined both qualitative and quantitative methodologies. In addition, because considerable time and effort was spent on examining policy and legislation, a significant portion of the data collection was devoted to archival research.

This presentation is significant in that it will examine the issue of African American student retention from three distinct perspectives. First, it will determine which socio-political factors impact freshman retention. Second, it will assess and analyze the nature of curricular responses and strategies which are purported to increase retention. Third, it will examine the organizational characteristics of the Educational Opportunity Programs which provide support services to African American students.

Fine Arts Programming in Black Cultural Heritage in a Predominantly White College: A Case Study in Town and Gown Cooperation

Earl R. Anderson, Cleveland State University, OH

#162

Research on the role of Black students in predominantly white colleges indicates that a university can respond successfully to the social and cultural needs of such

students by providing support programs that (1) recognize their heterogeneous backgrounds, interests and talents; (2) acknowledge the significance of Black cultural heritage and present examples of its contributions to American life; and (3) provide opportunities for Black and white students to interact in a healthy environment, in order to foster professional growth in both groups.

The Minority Artists Residency Program, now in its second year at Cleveland State, is an example of such a support program. During the development of this program, we faced problems in artistic design, funding, and community networking and outreach. We attempted some unconventional responses to those problems, which we think are worth sharing with others.

First, we secured the services of a Cleveland-based minority-owned arts management firm, which planned our residences and led us to a community group interested in Black cultural heritage. In cooperation with this community group, we developed a fundraising strategy and a program that included a concert series combined with education residencies on campus. We were able to link our program with a similar one at Highland Park Community College in Detroit to further reduce costs. The combined package of residences and concerts was more attractive to artists and arts groups. In the 1986-87 academic year we sponsored five residences; in 1987-88 we will sponsor eight such residencies.

#163 Abstract Not Available

Project H.O.P.E. - A Model for Student Success

James D. Banks, University of Wisconsin, WI

#164

The health sciences have traditionally been an area where black citizens have been denied accessibility. It is imperative that black students be given the opportunity to enroll and graduate from health science schools of higher learning.

Unless there are models of success existing in the current institutions of higher education, black students will be systematically locked out of the health science field. On predominantly white campuses there is an urgent need to have structured Minority Service Programs performing recruitment, retention, and graduation of black students in the health sciences.

An extensive examination of the development of the model of pre-college programming in both the elementary and secondary schools, research apprenticeships for senior and incoming freshmen, and internships for college level students will be provided for the conference participants.

In conclusion, this paper will examine in depth the methods in which black students can be recruited, retained, and graduated from predominantly white institutions in the areas of health sciences.

Minority Student Access and Retention: A Review

Pamela Christoffel, Research and Development, The College Board, NY

#165

Higher education enrollments fell sharply in 1984 to 11.6 million students, the lowest since 1979. These latest available figures were not expected to improve in 1985 or 1986. Worse, minority student enrollments are dropping more than white enrollments, with the sole exception of Asian-Americans.

Declining enrollments are a new phenomenon for whites but not for blacks. Total black enrollments declined since 1980, while all other minority groups experienced slight increases in number but decreases in proportion (ACE 1985). Nearly 40,000 fewer blacks were enrolled in 1984 than in 1976, a period of modest enrollment growth for white students. Black males were especially underrepresented in 1984. While white females made us 52.3 percent of total white enrollments, black females were 59.4 percent of total black enrollment.

This presentation focuses on minority student access and retention at the undergraduate level, but it is important to note that only a part of the problem occurs at this level. Astin (1984) describes the educational pipeline and identifies five major "leakage points" where disproportionate numbers of minorities drop out. First, and perhaps the foremost "leak," is the substantial numbers of blacks, Hispanics, and American Indians who never complete high school. This presentation however, is concerned with those who drop out of the education system at the next two points: college entry and baccalaureate attainment. The last two transition points identified by Astin-graduate school entry and advanced degree attainment-are mentioned only briefly in this seminar.

Minority Curriculum Development: A Comprehensive Approach to Black Student Retention

Malik Simba, Clarion University of Pennsylvania, PA

#168

The purpose of the Minority Curriculum Development Program is based on the realization that we live in a multicultural world which must be reflected in the University curricula. The objectives of the program are consistent with the University's mission "to provide an intellectual and social climate conducive to the fullest development of students." The presentation will describe, with the use of

transparencies, the basic components of the Program. These components are 1) to infuse the Afro-American experience into the regular curriculum, 2) to expose students to the multidimensional challenges that intergroup relations present, 3) to develop educational outcomes within disciplines that measure the student's ability to understand and/or apply relevant information that infuses this experience, 4) to provide orientation seminars for first year Black students, 5) to expose these students to dynamic visiting lecturers who address the theme, "The Challenge and Responsibility of being an Afro-American", 6) and to monitor the academic progress of each regular admit Black student during his/her first two years. The importance of the Minority Curriculum Development Program is that it is a comprehensive approach which addresses the major problems of Black student retention. The program consists of the following components: academic monitoring, counseling, extra-curricula, and intellectual/curriculum.

Recent Trends in Black Student Retention in Higher Education: A Statistical Synthesis

Marvel Lang, Director/Associate Professor, Center for Urban Affairs, Michigan State University, MI

#169

During the past decade, the numbers of Blacks enrolling in and graduating from graduate and professional schools across the country have steadily declined. This has occurred despite the fact that the numbers of Black high school and college dropouts have declined. Nevertheless, the percentage of Black high school graduates enrolling in colleges upon graduation has also declined. It is believed that this results from the increasing inability of black high school graduates to successfully meet the admission requirements for entering college, and the failure of the public education system to adequately prepare minority students for successful matriculation in higher education.

This paper examines recent trends of Black student participation in higher education, especially in graduate and professional schools. It also discusses various issues related to the crises in public secondary education, the dilemma created by the integration movement, and how these have impacted on the educational problems of Blacks and other minorities. Several alternative recommendations will be presented for establishing institutional programming to address the problems of Black student retention in higher education.

#170 Abstract Not Available

#171 Abstract Not Available

The Challenge to Black Higher Education

Theodore Hemmingway, Professor, History Department
Florida A and M University, FL

#172

Black higher education in America is under fire: confronted with ever-increasing threats to its survival. Within the past two decades, black colleges and universities have faced the ever-present problems of inflation, limited budgets and escalating salaries. To be certain, these obstacles are part of the historical baggage of traditionally black colleges which have overcome them through creative and wise leadership, dedication and commitment to the advancement of black people.

The survival of black colleges depends upon the credibility they earn in the external evaluative process. Graduates of black institutions must demonstrate in the future, as they have in the past, racism and discrimination notwithstanding, that when given the opportunity they can perform as well as, or better than, alumni of white institutions. It is imperative that we guarantee this legacy and improve it where possible. Black colleges, then, must reaffirm their legitimacy by fulfilling the purposes for which they were designed. In case anyone has forgotten, the purposes included the transmission, discovery and application of knowledge to community, societal and world conditions.

#173 Abstract Not Available

#174 Abstract Not Available

The Budget as an Instrument of Public Policy New Jersey's Statewide Minority Enrollment Initiative: A Case Study

James C. Wallace, New Jersey Department of Higher Education, NJ

#175

The New Jersey Board of Higher Education first endorsed a set of recommendations to address declining minority enrollment in December 1984. The continuing interest and concern of the New Jersey Board of Higher Education peaked with the release of the Fall 1985 enrollment data, which reflected further, serious decreases in minority enrollment, including the decrease among Hispanics after years of steady gains. On March 21, 1986, the New Jersey Board of Higher Education adopted six resolutions to implement a new set of policy initiatives to stem further declines in minority enrollment.

James C. Wallace, Assistant Chancellor for Fiscal Affairs in the New Jersey Department of Higher Education will discuss these policy initiatives with particular emphasis on how the budget was utilized to implement them.

The two-and-one-half years since New Jersey's statewide

minority enrollment initiative was launched have witnessed growing commitment and concerted efforts throughout the higher education community in the state. Maintaining the momentum of the initiative, and seeing through to implementation the many individual programs and proposals, is the challenge for the near future. Although recent enrollment data indicate that New Jersey's higher education institutions may have begun to develop more effective recruitment strategies for reaching minority students, successful persistence to graduation remains an issue.

#176 Abstract Not Available

Minority Recruitment and Retention: Assumptions, Principles, and Design Guides

Lester Brown, Associate Professor, School of Social Work, Wayne State University, MI

#177

This presentation will highlight the factors that have been associated with effective recruitment and retention programs. The assumptions on which they are based, the

principles undergirding them, and the design facets used, all will be covered. One facet, frequently mentioned but not covered in the literature, the meaning and importance of "being available to recruited students," will be discussed and highlighted. What will be shown is that the kinds of concerns brought to whomever the mentor or mentors may be are the same as those concerns presented by majority students. Life-space interviewing will be shown to be an important tool in efforts to retain and ease the passage of students through higher education programs.

Facilitation of Minority Retention Through University-Community Relations

Robert Graham, Extension Program Coordinator, Wayne State University, MI

#178

This presentation will describe the urban university as a community within a community. Barriers, real and perceived, that exist between the two will be identified, and their impact on minority students will be discussed. Practices that diminish these barriers and dispel their alientating effects will also be discussed.

Effective Retention Practices and Programs for Hispanics.

Azara Santiago-Rivera, Former Director, Center for Chicana-Boricua Studies, Wayne State University, MI

#179

This presentation will identify and describe effective programs and activities that focus on the retention of Hispanic students at colleges and universities in Michigan. Specific practices that enhance the operations of these

programs will be highlighted, and the reasons for their success will be discussed. Guidelines will be presented for developing retention programs to fit the unique circumstances of different types of institutions.

A Model Program for Minority Students: The Post-Baccalaureate Program in Liberal Arts

Julia Simmons, Director, Post-Baccalaureate Program, Wayne State University, MI

#180

This presentation will describe a unique program at Wayne State University which has been designed to increase the number of under-represented minorities in the Ph.D. program in certain departments in the Liberal Arts College. The ultimate goal of the program is to increase the number of minorities on college and university faculties. The results of three years of recruiting experience and the progress of students who entered the program during this period will be reported.

The Plight of the Black Student in Education

Adelbert Jones, Associate Professor, College of Education, Florida A and M University, FL

#181

The concern for student growth is two dimensional. The first of these dimensions is the emotional health of learners and the second is the ability of students to reach their full achievement potential.

An analysis of data reveal general and specific trends which show educational and sociological factors that negatively impact the education of Blacks. Thus, Black students will be unable to effectively compete in the World of Work and will lack skills and abilities to contribute to the well-being of the Nation. The only solution to emeliorate the problems is to develop a plan to harness and marshall all available resources to address the needs of Black students.

Teachers Who Pursue "Excellence with Caring" Attitudes in Their Professional Interaction with Students Can Positively Affect Student Retention

Willie T. Williams, Associate Professor, Languages and Literature, Florida A and M University, FL

#182

Today's teachers perform multifaceted roles in their professional interaction with students. How well teachers accept and perform their roles, in both formal and informal learning and/or perception-forming activities with students, is crucial to the success of teacher-student relationships which lay and secure the groundwork for student retention. This presentation explores selected strategies for student retention that are possible (but often overlooked) when

teachers pursue "Excellence with Caring" attitudes in their daily contact with students. Teachers who are sensitive to the "real" as opposed to imagined or supposed needs of students are essential to retention efforts on the undergraduate level.

Progression Rates of the 1981 Freshmen Cohort

Barbara W. Milton, Assistant Director for Research, University of the District of Columbia, DC

#183

This paper examines the progression rates of first-time entering freshmen for a period of four years utilizing the 1981 freshmen cohort.

The purpose of this study is to determine the progression rate of continuing freshmen as they attain senior year status in four years. Comparative data (Rogers and Wolfe) show that approximately 25 percent of freshmen reach senior year status in four.

Maryland Cooperative Study/Work Program

Anna Maria Freed, Morgan State University, MD

#184

The Maryland Cooperative Study/Work Program is a joint effort between an institution of higher education and the business community which provides opportunities for disadvantaged college students to earn money and learn job skills while attending college during the summer months. This three-pronged effort addresses the primary causes for students' withdrawal from college. In this program, students matriculate and reside at the university, taking one or more courses of their choice. Coordinators are provided to counsel and orient students in their dual role, to confer with employers, and to effect a mutually gratifying experience. By providing alternative modalities, the program is structured to meet the specific needs of underprivileged students whose academic and financial problems are pervasive; and who, for a variety of reasons, do not have basic job competencies and often cannot benefit from available job opportunities.

Employers have counseling assistance in training enty-level employees in specific areas of skills, attitudes, and behaviors. In addition, they are able to choose employees from a pool of screened, qualified, and highly motivated young people. Employers also take pride in making a concrete civic contribution by providing disadvantaged youth with summer jobs and a chance to attend college, and by offering regular summer school students challenging business and professional work experience.

It was expected that the University would find the program an effective recruiting tool; and that by providing the

summer study/work opportunity for low-income students, there would be a lower attrition rate. (The restrictive financial stipulations of the Higher Education Amendments of 1986 and the new tax laws in the area of student aid programs, were somewhat ameliorated. A savings of approximately One Thousand ($1,000) Dollars per student per summer could be realized, decreasing considerably the burden of the Financial Aid Office.)

#185 Abstract Not Available

The Influence of "STUDENT FIT" in Academic Retention

Vera Follain-Grisell, Assistant/Graduate Programs, Gallaudet University, DC

#186

The presentation will present the methods and results of a large institutional retention study of deaf students (N=1,374 students) with the on-hands approach of how to develop the research, and how recommendations were translated into on-campus pro-active programs. The presentation will focus on the "putting into practice" of retention research recommendations. Copies of the retention research will be available.

This retention study involved an across campus look at the students who were successful in our programs and those who left. Specifically, the students who left were defined by a large number of factors to see what were relevant and irrelevant issues in retention. Administrators, academic advisors, instructors and students themselves were incorporated into the study. Students who left were surveyed with an astounding response rate and their comments were compared with what the students' advisors said about each student. Of special interest for professionals concerned with minority students is the delicate understanding of characteristics which compose student fit. We defined it and tried to characterize students who were not appropriate for the institution at the time they attended. The clear implications of this factor is readily seen in retention and performance statistics. The importance is self evident that institutions must be increasingly sensitive to the specific student needs of minority students and address them in a multidimensional approach, whether these issues are a result of handicap, ethnic, or racial minority status.

Minority Student Access , and Retention Initiatives in Connecticut Public Higher Education

Donnie Perkins, Assistant Director, Office of Educational Opportunity, CT

#187

This presentation will address "Minority Student Access and Retention Initiatives in Connecticut Public Higher

Education." The Office of Educational Opportunity at the Department of Higher Education is responsible for implementing initiatives outlined in the Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education.

The specific initiative being implemented by the Office of Educational Opportunity is the Minority Advancement Program (MAP). Through MAP the Department created two new state funded Upward Bound programs serving over 250 new Black and Hispanic students per year. MAP also provides incentive funds to public institutions which have approved five-year minority student access and retention plans and demonstrate sufficient progress toward reaching their annual and five-year minority student enrollment and retention goals. Institutions also receive annual capitation grants from MAP which must be used to increase the recruitment, promotion and upward mobility of Black and Hispanic faculty and other professionals on annual basis. Four private higher education institutions received grants through MAP to operate college preparation, math and science, and mentoring early awareness and preparing programs.

Conferees will learn about the access and retention efforts underway in Connecticut and have an opportunity to explore strategies that may prove effective on a local or statewide basis. Conferees will be exposed to new planning methods and approaches to institutional assessment regarding minority student and staff advancement.

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LIFT EVERY VOICE AND SING

Lift evr'y voice and sing,
   Till earth and heav-en ring,
Ring with the harmonies of Liberty,
   Let our rejoicing rise
High as the list'-ning skies,
   Let it resound loud as the rolling sea.

Sing a song full of the faith that the
   dark past has taught us;
Sing a song full of the hope that the
   present has brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won

God of our weary years,
   God of our silent tears,
Thou who has brought us thus far on the way;
   Thou who has by Thy might,
Led us into the light,
   Keep us forever in the path, we pray.

Lest our feet stray from the place,
   our God, where we met Thee,
Lest our hearts, drunk with the wine
   of the world, we forget Thee;
Shadowed beneath Thy hand,
   May we forever stand
True to our God, True to our native land.

Reagan's

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